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ABSTRACT

This Administrative Personnel Evaluation Handbook, presented by the Austin Independent School District (AISD), contains six sections. The first section describes the procedures which must be followed in evaluating administrative personnel. The second section describes optional procedures an evaluator can use to enrich and supplement the basic evaluation process. The third section describes tasks that are used in conjunction with the evaluation form. The task descriptions define a competency in terms of the responsibilities related to specific administrative roles. The fourth section lists five steps to follow in providing due process for administrators who are in contractual difficulty. The fifth section identifies resources in the AISD Professional Library which can provide practical assistance to administrators in the improvement of job performance. The sixth section includes the following attachments: the administrator evaluation form, the new administrator personnel evaluation form, a personal goal form, sample input forms, a competency improvement plan, and a checklist for evaluatees in contractual difficulty. (PN)

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administrative personnel evaluation handbook

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ADMINISTRATIVE PERSONNEL EVALUATION HANDBOOK

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Required Procedures

This section describes the procedures which must be followed in evaluating administrative personnel. Optional evaluation activities are in the section of this handbook entitled "Recommended Procedures." Topics addressed in this section include:

THE EVALUATOR

THE EVALUATION FORMS

PRIMARY AND SECONDARY SOURCES OF INFORMATION

THE TYPES OF EVALUATION

THE SCHEDULE FOR EVALUATING ADMINISTRATORS

THE EVALUATOR

The immediate supervisor is the evaluator. The evaluator has the final responsibility for the evaluation process. This includes observing the evaluatee's overall job performance and completing and signing the evaluation form(s).

THE EVALUATION FORMS

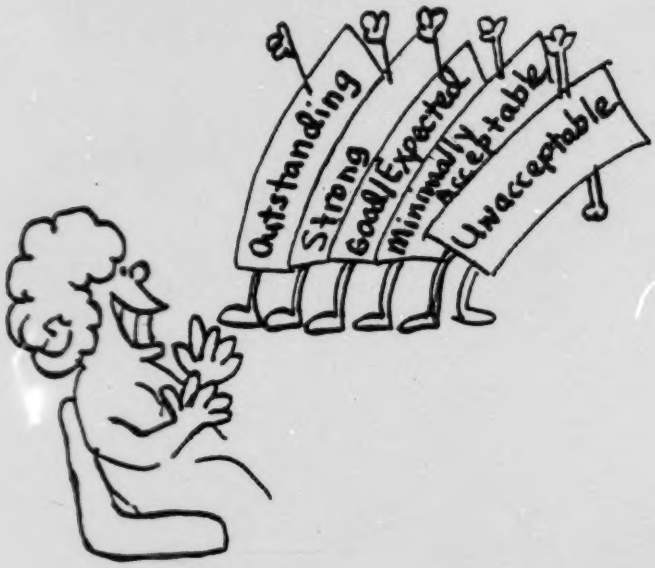
Three forms are used to assess the job performance of AISD administrators. They are:

- The Administrator Evaluation Form
- The New Administrative Personnel Evaluation Form
- The Personal Goal Form

The appropriate form(s) are completed by the evaluator following suitable information-gathering activities. The form(s) are signed by the evaluator and the evaluatee and copies are retained by each. The completed evaluation form(s) are sent to the Office of Staff Personnel through the appropriate associate superintendent and are kept in the evaluatee's permanent file.

THE RATING SCALE

The same five-point rating scale is used on all three of the evaluation instruments. A brief description of the rating scale is provided on the following pages.



5

A "5" rating reflects job performance superior to that which is normally expected. A rating of "5" means an outstanding performance - an excellent job.

Descriptive phrases that describe "5" level performance are:

Excellent job of (desirable behavior)
Always functions at an outstanding level when performing (desirable behavior)
Never performs (undesirable behavior)

4

A "4" rating reflects job performance which is above normal expectations. A rating of "4" means a strong performance - a very good job.

Descriptive phrases that describe "4" level performance are:

Very good job of (desirable behavior)
Nearly always functions at a high level when performing (desirable behavior)
Almost never performs (undesirable behavior)
Rarely fails to (desirable behavior)

3

A "3" rating reflects job performance that is normally expected. A rating of "3" means satisfactory performance - a good job.

Descriptive phrases that describe "3" level performance are:

Normally functions at a satisfactory level when performing (desirable behavior)
Generally does (desirable behavior)
Does a *good* job of (desirable behavior)
Usually performs (desirable behavior)
Ordinarily does (desirable behavior)
Seldom does (undesirable behavior)

2

A "2" rating reflects job performance that is below normal expectations. A rating of "2" means minimally acceptable performance - a job in need of improvement.

Descriptive phrases that describe "2" level performance are:

Frequently fails to perform (desirable behavior)
A *poor* job of (desirable behavior)
A *below normal* job of (desirable behavior)
Frequently does (undesirable behavior)

1

A "1" rating reflects job performance which is unsatisfactory. A rating of "1" means unacceptable performance - a job which falls far short of District standards.

Descriptive phrases that describe "1" level performance are:

Seldom if ever (desirable behavior)
Very often fails to (desirable behavior)
Unsatisfactory job of (desirable behavior)
Rarely does (desirable behavior)
Always or nearly always (undesirable behavior)

In addition to the five-point scale, two other ratings can be given when appropriate.

X

An "X" rating is given when the evaluator does not have sufficient information to assess the evaluatee's performance in a given area.

0

A "0" rating is given when the evaluator feels the item in question is not applicable to the evaluatee's area of responsibility.

If the evaluatee does not agree with a rating given by the evaluator, the evaluatee may check the "Evaluatee Disagrees" column across from the item in question.

THE ADMINISTRATOR EVALUATION FORM

Attachment A is a copy of the Administrator Evaluation Form. The form has two major sections: administrator competencies and student outcomes. A description of each follows.

ADMINISTRATOR COMPETENCIES

The evaluation form identifies 33 competencies consisting of five personal qualities and 28 skill areas in which District administrators should demonstrate effectiveness. The competencies were developed on the basis of an extensive literature review, interviews conducted at local businesses, and input received from District administrators. They address skills related to planning, organizing, staffing, leading/implementing, and technical expertise. General competencies were selected so the evaluation form could be used with a wide range of administrative positions.

Task descriptions are used in conjunction with the evaluation form. The task descriptions define a competency in terms of the responsibilities related to specific administrative roles. Different task descriptions have been generated for principals, instructional coordinators, directors, etc. The task descriptions for the various positions can be found in the section of this handbook entitled "Task Descriptions."

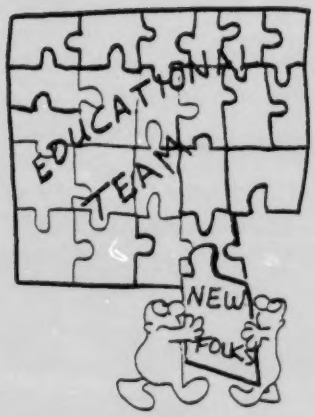
STUDENT OUTCOMES

The purpose of the District is to foster the growth and development of students. Therefore, student outcomes are the prime factors on which the administrator should be evaluated. Three student outcomes (student learning, school attendance, and discipline) have been identified. The impact of the administrator's performance on these outcomes is to be evaluated.

THE NEW ADMINISTRATIVE PERSONNEL EVALUATION FORM

Attachment B is a copy of the New Administrative Personnel Evaluation Form.

The New Administrative Personnel Evaluation Form is a short version of the Administrator Evaluation Form. The new administrator's performance is assessed in the six competency categories (Personal Qualities, Planning, Organizing, Staffing, Leading/Implementing, Technical Expertise) rather than the 33 separate competencies and three student outcomes appearing on the Administrator Evaluation Form.



THE PERSONAL GOAL FORM

Attachment C is a copy of the Personal Goal Form. The form is divided into two sections.

In the first section, the evaluatee is assessed on the goals developed the previous year.

In the second section, 1-3 personal goals are identified for the upcoming school year. The goals should be the result of a careful assessment of the evaluatee's performance and should be aimed at personal/professional growth.

The goals must be approved by the evaluator. Goal statements should be written in such a manner that progress can be documented by the evaluatee. The goals from the previous year can be used again or new goals can be developed.

In planning the goal activities, consideration should be given to the resource and support services available within the District. Inservice training is offered through AISD and the Region XIII Educational Service Center, and university course work is available when appropriate. A bibliography of resource materials can also be found in the section of this handbook entitled "Resources."

PRIMARY AND SECONDARY SOURCES OF INFORMATION

Many sources of information can be used by the evaluator in evaluating the performance of an administrator. A distinction is made between primary and secondary sources of information. Both types of information are described on the following pages.

PRIMARY SOURCES OF INFORMATION

Primary information is information which can be used in an evaluation without further confirmation.

The data personally collected by the evaluator (through observations, interviews, survey instruments, examination of records, etc.) is primary information and can be considered directly in assessing the evaluatee's performance.

The superintendent, associate superintendents, assistant superintendents, directors, assistant directors, and principals may also function as primary sources of information for all AISD administrators. This means any written and signed information these administrators provide can be considered by the evaluator without further confirmation. Information obtained from primary sources and used in the evaluation must be shared with the evaluatee prior to the completion of the evaluation form.

Information from all or a subset of the most relevant primary sources may be solicited by the evaluator at any time to obtain a broader perspective of the evaluatee's performance. Primary sources may also volunteer information about an evaluatee's performance whenever they feel it is appropriate.

Principals cannot serve as primary sources of information for other principals.

SECONDARY SOURCES OF INFORMATION

Secondary information is information which must be confirmed through a primary source or the evaluatee before it can be used in an evaluation.

Any administrator, professional, classified employee, parent, or member of the community may serve as a secondary source of information for anyone in an administrative position. A secondary source of information may volunteer information about an evaluatee's performance at any time.

The collection of secondary information is encouraged for all administrators scheduled for full evaluation. The input should be useful to evaluatees in identifying areas of strength as well as areas for professional growth.

Any evaluator may require the collection of secondary input whenever it seems appropriate. In order to reduce paperwork for District personnel, sampling of secondary sources is encouraged wherever possible.

Because of the impact principals and assistant principals have upon the educational process in AISD, principals and assistant principals scheduled for full evaluation are required to solicit teacher input. Teacher input is encouraged during years in which interim evaluations are received.

Standard procedures will be followed whenever input forms are used to collect secondary information. These procedures will be followed for any administrative evaluatee (local campus, central administration, or other). The procedures are as follows:

- The input forms will be collected and tabulated in a process controlled by the evaluatee.
- The evaluatee will retain the tabulations at least through the next evaluation cycle.

Required secondary input must be shared with the evaluator prior to the completion of the evaluation form(s).

Secondary sources are not required to sign input forms.

INPUT FORMS

Input forms can be used to obtain information from primary and secondary sources. Sample input forms are provided in Attachment D.

TYPES OF EVALUATION

Contract/evaluation codes determine the type of evaluation performed. Two types of evaluation are available: full evaluation and interim evaluation. Each type of evaluation is described on the following pages.

FULL EVALUATION

Who receives a full evaluation?

- Administrators coded probationary.
- Administrators in their first two years in the District.
- Administrators whose term contracts are expiring.
- Administrators who are on the third year of a special condition contract.

Can full evaluations be given at any time?

- Yes. A full evaluation can be done on any administrator when the evaluator considers it appropriate.

What evaluation forms are used for full evaluations?	• The Administrator Evaluation Form • The Personal Goal Form
What sections of these forms are completed for full evaluation?	• All the sections of each form are completed.
Are evaluation conferences required for full evaluations?	• Yes. The Administrator Evaluation Form and the Personal Goal Form are completed in a conference setting between the evaluatee and the evaluator.
When should the evaluation conferences be conducted?	• Evaluation conferences should be conducted as early in the school year as possible for those administrators whose contract renewal is in question. Evaluators should begin all other evaluation conferences by December 1. Conferences may continue through the first part of June for those administrators whose contract renewal is not in question.
How should the required teacher input for principals and assistant principals scheduled for full evaluation be obtained?	• Principals and assistant principals receiving full evaluations are responsible for distributing input forms to faculty members. The time at which the input is obtained is left to the discretion of the evaluatee. The input must be shared with the evaluator prior to the completion of the evaluation form(s).
What should happen during a full evaluation conference?	• During the evaluation conference the evaluator's job performance is discussed.

- The competency ratings and the student outcomes ratings on the Administrator Evaluation Form are considered such that at the conclusion of the evaluation conference or shortly thereafter the form can be completed. The evaluator and evaluatee sign the completed Administrator Evaluation Form.

- The evaluatee's goals are transferred to a new Personal Goal Form. The evaluator assesses the evaluatee's attainment of each goal. Goals for the following year are developed and listed on the bottom half of the Personal Goal Form. The evaluator and evaluatee sign the completed Personal Goal Form.

Where should the completed forms be sent?

- One copy of each form is sent to the appropriate associate superintendent. The evaluator retains the second copy of each form for reference while the third copy of each is given to the evaluatee.

When are the forms due?

- June 15. The associate superintendent reviews the forms and forwards them to the Office of Staff Personnel where they are placed in the evaluatee's permanent personnel file.

INTERIM EVALUATION

Who receives an interim evaluation?	• All administrators not scheduled for full evaluation will receive an interim evaluation.
What evaluation form is used for interim evaluations?	• The Personal Goal Form.
What sections of the Personal Goal Form are completed for interim evaluations?	• All the sections of the form are completed.
Are evaluation conferences required for interim evaluations?	• Yes. The Personal Goal Form is completed in a conference setting between the evaluatee and the evaluator.
When should the interim evaluation conferences be conducted?	• If the evaluator believes the evaluatee's contract renewal may be in question, an evaluation conference should be held as early in the school year as possible. Evaluators should begin all other evaluation conferences by December 1. Conferences may continue through the first part of June for those administrators whose contract renewal is not in question.
What should happen during an interim evaluation conference?	• During the evaluation conference the evaluatee's progress toward his/her personal goals is considered.

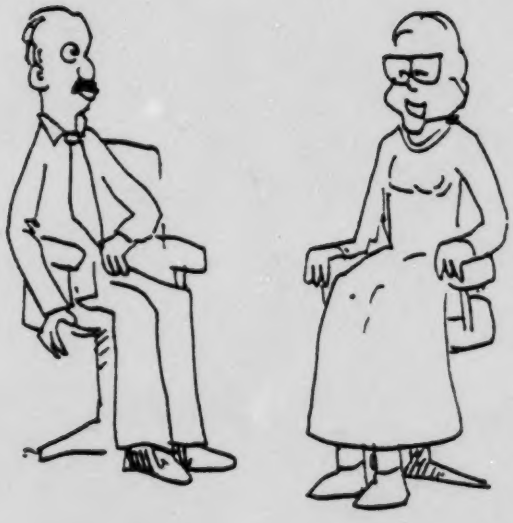
- The evaluatee's goals are transferred to a new Personal Goal Form. The evaluator assesses the evaluatee's attainment of each goal. Goals for the following year are developed and listed on the bottom half of the Personal Goal Form. The evaluator and evaluatee sign the completed Personal Goal Form.

Where should the completed forms be sent?

- One copy of each form is sent to the appropriate associate superintendent. The evaluator retains the second copy of each form for reference while the third copy of each is given to the evaluatee.

When are the forms due?

- June 15. The associate superintendent reviews the forms and forwards them to the Office of Staff Personnel where they are placed in the evaluatee's permanent personnel file.



All administrators will receive a full or interim evaluation in the spring. However, some administrators must also be involved in fall assessment activities. Those involved in fall assessment activities are:

- Individuals who are new to AISD.
- Individuals serving as first-time administrators.
- Individuals who have changed administrative positions within the District.

EVALUATING INDIVIDUALS NEW TO THE DISTRICT AND FIRST-TIME ADMINISTRATORS

What evaluation forms must be completed in the fall for:

- *individuals new to AISD?*
- *individuals serving as first-time administrators?*

- All evaluators who supervise such individuals are responsible for completing the following forms for each person: the New Administrative Personnel Evaluation Form and the Personal Goal Form.

What sections of the New Administrative Personnel Evaluation Form are completed for new administrators?

- The entire form should be completed and signed by the evaluator and evaluatee.

What sections of the Personal Goal Form should be completed for new administrators?

- One to three personal goals should be identified for the school year. The evaluatee's progress toward these goals will be assessed at the end of the year.

Are fall evaluation conferences required for new administrators?

- Yes. The New Administrative Personnel Evaluation Form and Personal Goal Form are to be completed in a conference setting between the evaluatee and the evaluator.

Where should the completed forms be sent?

- The completed forms are to be sent to the appropriate associate superintendent.

When are the forms due?

- November 1. The associate superintendents will review the forms and forward them to the Office of Staff Personnel by November 15. The completed forms will be kept in the evaluatee's permanent personnel file.

What evaluation activities are conducted in the spring for new administrators?

- Contract/evaluation codes determine the type of evaluation conducted in the spring.

EVALUATING ADMINISTRATORS WHO HAVE CHANGED ADMINISTRATIVE POSITIONS WITHIN THE DISTRICT

What evaluation form must be completed in the fall for an administrator who has changed administrative positions within the District?

- If an administrator's personal goals are no longer appropriate because of a change in position, new personal goals must be developed. All evaluators who supervise such administrators are responsible for seeing that a new Personal Goal Form is completed for them.

Are fall evaluation conferences required for administrators who have changed administrative positions within the District?

- Yes. The Personal Goal Form is to be completed in a conference between the evaluatee and the evaluator.

Where should the completed forms be sent?

- The Personal Goal Form should be sent to the appropriate associate superintendent. The evaluator should retain the second copy of the form for reference while the third copy is given to the evaluatee.

When are the completed forms due?

- November 1. The associate superintendents will review the forms and forward them to the Office of Staff Personnel by November 15. The completed forms will be kept in the evaluatee's permanent personnel file.

What evaluation activities are conducted in the spring for administrators who have changed administrative positions within the District?

- The administrator's contract/evaluation code will determine whether a full or interim evaluation will be conducted in the spring.

The Administrator Evaluation Schedule

The evaluation process is shown as a series of steps. Steps 2, 3, 4, 5, 6, 7, and 14 show the steps taken for individuals who are not in contractual difficulty. Steps 1, 8, 9, 10, 11, 12, and 13 are additional steps which are needed for individuals whose contract renewal is in question. The steps for individuals in contractual difficulty are "shaded" for easy identification.

STEP 1 — SEPTEMBER 1 THRU DECEMBER 1

(SHADED STEPS ARE ONLY FOR EVALUATEES IN CONTRACTUAL DIFFICULTY)

- IDENTIFY THE CONCERNS RELATED TO THE EVALUATEE'S PERFORMANCE.
- INVESTIGATE THE CONCERNS.
- COMPLETE A MEMORANDUM ADDRESSING THE SPECIFIC CONCERNS ABOUT THE EVALUATEE'S PERFORMANCE AND SEND A COPY TO THE EVALUATEE.
- DEVELOP A COMPETENCY IMPROVEMENT PLAN WITH THE EVALUATEE AND DISCUSS IT IN A FACE-TO-FACE CONFERENCE.
- PERIODIC OBSERVATIONS OF THE EVALUATEE'S JOB PERFORMANCE SHOULD BEGIN AS SOON AS THE CONCERN IS IDENTIFIED AND SHOULD CONTINUE UNTIL THE FINAL RECOMMENDATION IS MADE.

STEP 2 — BY SEPTEMBER 30

- THE OFFICE OF STAFF PERSONNEL WILL GIVE EACH EVALUATOR A LIST OF THE ADMINISTRATORS TO BE ASSESSED BY THE EVALUATOR DURING THE SCHOOL YEAR. THE LIST WILL INDICATE THOSE WHO:

STEP 2 (CONTINUED)

1) ARE NEW ADMINISTRATORS
2) HAVE CHANGED ADMINISTRATIVE POSITIONS WITHIN THE DISTRICT
3) ARE SCHEDULED FOR FULL EVALUATION
4) ARE SCHEDULED FOR INTERIM EVALUATION.

- THE OFFICE OF STAFF PERSONNEL WILL SEND EVALUATORS THE APPROPRIATE NUMBER OF NEW ADMINISTRATIVE PERSONNEL EVALUATION FORMS AND PERSONAL GOAL FORMS FOR FALL ASSESSMENT ACTIVITIES.

- THE OFFICE OF STAFF PERSONNEL WILL SEND EVALUATORS THE APPROPRIATE NUMBER OF ADMINISTRATOR EVALUATION FORMS AND PERSONAL GOAL FORMS FOR THE FULL AND INTERIM EVALUATIONS IN THE SPRING.

STEP 3 BY SEPTEMBER 30

- THE OFFICE OF STAFF PERSONNEL WILL GIVE THE SUPERINTENDENT A LIST OF ALL ADMINISTRATORS TO BE EVALUATED DURING THE SCHOOL YEAR. THE LIST WILL INDICATE WHO WILL BE INCLUDED IN THE FALL EVALUATION ACTIVITIES AS WELL AS THOSE WHO WILL RECEIVE FULL AND INTERIM EVALUATIONS.

- THE OFFICE OF STAFF PERSONNEL WILL GIVE THE ASSOCIATE SUPERINTENDENTS OF OPERATIONS AND INSTRUCTION A LIST OF THE ADMINISTRATORS IN THEIR RESPECTIVE DIVISION TO BE EVALUATED. THE LIST WILL INDICATE WHO WILL BE INCLUDED IN THE FALL EVALUATION ACTIVITIES AS WELL AS THOSE WHO WILL RECEIVE FULL AND INTERIM EVALUATIONS.

STEP 4	SEPTEMBER 30 THRU NOVEMBER 1	• EVALUATORS WILL COMPLETE THE NEW ADMINISTRATIVE PERSONNEL EVALUATION FORMS AND PERSONAL GOAL FORMS FOR THE NEW ADMINISTRATORS. • A COPY OF THE COMPLETED FORMS SHOULD BE SENT TO THE APPROPRIATE ASSOCIATE SUPERINTENDENT BY NOVEMBER 1. • EVALUATORS WILL COMPLETE PERSONAL GOAL FORMS FOR ADMINISTRATORS WHO HAVE CHANGED ADMINISTRATIVE POSITIONS WITHIN THE DISTRICT. • A COPY OF THE COMPLETED FORMS SHOULD BE SENT TO THE APPROPRIATE ASSOCIATE SUPERINTENDENT BY NOVEMBER 1.
STEP 5	NOVEMBER 1 THRU NOVEMBER 15	• THE ASSOCIATE SUPERINTENDENTS WILL REVIEW THE COMPLETED NEW ADMINISTRATIVE PERSONNEL EVALUATION FORMS AND PERSONAL GOAL FORMS. THE FORMS SHOULD BE FORWARDED TO THE OFFICE OF STAFF PERSONNEL BY NOVEMBER 15.
STEP 6	NOVEMBER 15	• EACH ASSOCIATE SUPERINTENDENT WILL PROVIDE THE SUPERINTENDENT WITH A BRIEF ASSESSMENT OF THE PERFORMANCE OF NEW ADMINISTRATORS AND ADMINISTRATORS WHO HAVE CHANGED ADMINISTRATIVE POSITIONS WITHIN THE DISTRICT.

STEP 7	DECEMBER 1 THRU JUNE 15	• EVALUATORS WILL COMPLETE ADMINISTRATOR EVALUATION FORMS AND PERSONAL GOAL FORMS FOR EVALUATEES SCHEDULED FOR FULL EVALUATION. • A COPY OF THE COMPLETED FORMS SHOULD BE SENT TO THE APPROPRIATE ASSOCIATE SUPERINTENDENT BY JUNE 15. • EVALUATORS WILL COMPLETE PERSONAL GOAL FORMS FOR EVALUATEES SCHEDULED FOR INTERIM EVALUATION. • A COPY OF THE COMPLETED FORMS SHOULD BE SENT TO THE APPROPRIATE ASSOCIATE SUPERINTENDENT BY JUNE 15.
STEP 8	BY FEBRUARY 1	• EACH ASSOCIATE SUPERINTENDENT WILL GIVE THE SUPERINTENDENT THE NAMES OF THOSE ADMINISTRATORS WHOSE CONTRACT RENEWAL IS IN QUESTION.
STEP 9	BY FEBRUARY 15	• ANY ADMINISTRATOR WHOSE REEMPLOYMENT REMAINS IN DOUBT WILL BE SO ADVISED IN WRITING BY THE SUPERINTENDENT.
STEP 10	BY MARCH 5	• EACH EVALUATOR WITH AN EVALUATEE IN CONTRACTUAL DIFFICULTY WILL HAVE ALL FORMAL EVALUATIONS FOR THE EVALUATEE COMPLETED AND WILL SEND THE INFORMATION TO THE APPROPRIATE ASSOCIATE SUPERINTENDENT.

STEP 11	BY MARCH 10	• EACH ASSOCIATE SUPERINTENDENT WILL GIVE THE SUPERINTENDENT A WRITTEN EVALUATION ON ANY ADMINISTRATOR WHOSE CONTRACT STATUS REMAINS IN DOUBT.
STEP 12	PRIOR TO APRIL 1	• THE BOARD OF TRUSTEES WILL ACT ON THE ADMINISTRATION'S RECOMMENDATIONS REGARDING ADMINISTRATIVE CONTRACTS.
STEP 13	APRIL 1	• WHEN AN ADMINISTRATOR HAS BEEN SENT A NOTICE ON OR BEFORE FEBRUARY 15 THAT HIS/HER REEMPLOYMENT IS IN DOUBT AND THE BOARD OF TRUSTEES SUBSEQUENTLY DETERMINES NOT TO REEMPLOY THE INDIVIDUAL, THE SUPERINTENDENT WILL SEND A WRITTEN NOTICE TO THE INDIVIDUAL ON OR BEFORE APRIL 1 STATING THAT A NEW CONTRACT WILL NOT BE OFFERED.
STEP 14	JUNE 15	• THE ASSOCIATE SUPERINTENDENTS WILL REVIEW THE COMPLETED ADMINISTRATOR EVALUATION FORMS AND PERSONAL GOAL FORMS. THE FORMS SHOULD BE FORWARDED TO THE OFFICE OF STAFF PERSONNEL.

Recommended Procedures

This section describes some procedures an evaluator can use to enrich and supplement the basic evaluation process.

Suggested activities are presented for:

- Before the Evaluation Conference
- During the Evaluation Conference
- After the Evaluation Conference

BEFORE THE EVALUATION CONFERENCE

ORGANIZE TO SAVE TIME

Evaluators who assess the performance of many administrators often state there is insufficient time to conduct the evaluations in the manner they would like best. Listed below are some suggestions that may help evaluators organize the evaluation process so as to be more time-efficient.

1. At the beginning of the school year, evaluators can conduct a staff meeting with all their evaluatees to explain the general evaluation procedures. Evaluators can take this opportunity to tell each evaluatee how they will be evaluated and to give them a copy of the evaluation schedule. Each evaluatee should be given a copy of the evaluation form(s) that will be used to assess their performance. The evaluator can review the forms with the evaluatees and identify any areas in which the evaluator plans to place special emphasis.

2. Evaluators can plan in advance the types of information they want to consider in assessing the performance of each evaluatee. This information might include use of sick and personal leave, financial records, standard reports, etc.

   Evaluators should inform the evaluatee of the types of information they would like the evaluatee to bring to the evaluation conference, or send to the evaluator at regular intervals during the school year.

   Evaluators should also identify the other information sources they would like to consult and the types of information desired from each. While the evaluator might find it necessary to personally request some types of information, other types might be routinely obtained by a secretary.

3. The evaluator can make an evaluation folder for each evaluatee and place incoming reports, documentation notes, and other observations in it. Use of such folders will mean the information for each evaluatee will be ready for the evaluator to review at the time of the evaluation.

4. Evaluators can ask evaluatees to provide written input in assessing the evaluatee's own job performance. This input might include:

   - Documentation of the progress made toward personal goals.
   - Identification of three goals to be pursued during the upcoming year. Suggestions as to how progress toward these goals might be measured.
   - Three competencies which the evaluatee considers areas of strength. Documentation as to how the evaluatee has performed well in these areas.
   - Three competencies in which the evaluatee feels improvement can be made. Suggestions as to how this improvement might occur.
   - Documentation of the activities performed to improve the three student outcomes.

5. Evaluators can schedule specific times to prepare for and conduct evaluation conferences. Blocks of times can be designated on weekly or monthly calendars. These times should be protected as much as possible and rescheduled if interrupted or cancelled. Evaluators can schedule evaluation conferences well in advance and have their secretaries send standardized reminder memos to evaluatees a week prior to the actual appointments.

6. The evaluator has some flexibility in scheduling evaluation conferences for evaluatees who are not in contractual difficulty. All evaluatees do not have to be assessed on the basis of their performance from September to June. An evaluatee's performance may also be assessed from January to January, March to March, etc., as long as the evaluation forms are completed by June 15. Evaluators can schedule the evaluations over a number of months, distributing them so as to be coordinated with their other job responsibilities. Beginning such a schedule will cause some evaluatees to have a short assessment period the first year the schedule is in effect. This should not cause difficulties, however, if the evaluatee is told about the new schedule in advance and given the rationale for its use.

7. The evaluator can schedule some full and some interim evaluations for each month in which evaluation will occur. Mixing the full and interim evaluations lends variety to the evaluation activities, and gives the evaluator more scheduling options in planning the amount of time devoted to evaluation each month.

CLARIFY AND PRIORITIZE JOB RESPONSIBILITIES

Evaluators should make certain a mutual understanding with the evaluatee exists with regard to:

- the tasks assigned to the evaluatee.
- the priority given to each task.
- the standards by which the tasks will be evaluated.

Evaluators should not assume tasks will be completed according to their expectations if their expectations have not been communicated to the evaluatee. The clarification of responsibilities at the beginning of the evaluation period should reduce the frustration experienced by the evaluatees, increase the rapport between evaluators and evaluatees, and cause evaluatees to be more accountable for their actions when evaluation occurs.

REVIEW GOALS AND PAST EVALUATION RATINGS

Evaluators should consider the total job performance of the evaluatee. Special attention, however, should be paid to the behaviors referenced in the evaluatee's goal statements and the competencies on which the evaluatee received the lowest ratings. The evaluatee's goals and/or past competency ratings should be reviewed at the beginning of the school year so as to refresh the evaluator's memory and direct the evaluator's observations.

PLAN OBSERVATION VISITS

Observation of the evaluatee in the work setting is critical if the evaluator is to understand:

- the context in which the evaluatee operates.
- the manner in which the evaluatee interacts with others.
- the evaluatee's observance of District policies and regulations.
- the evaluatee's use of District materials and resources.

Careful planning by the evaluator should precede a work site observation. The evaluator should:

- identify the materials or procedures to be observed.
- inform the evaluatee of the materials or procedures to be examined.
- schedule a follow-up conference with the evaluatee as soon after the observation as possible.

All initial observation should be conducted by appointment with the evaluatee. The evaluatee will appreciate the advance notice and it will assist the evaluator in building rapport. Once rapport with the evaluatee has been established, unscheduled visits can be conducted if necessary to confirm previous observations or obtain additional information (Marks, Stoops, and King-Stoops, 1978).

COLLECT OBSERVATION DATA

The evaluator may observe the evaluatee's job performance in a number of areas. The following are some activities that can be conducted and substantiated with data:

- examination of attendance record.
- review of bulletins/memoranda written by the evaluatee.
- review of financial reports.
- review of evaluation forms the evaluatee has completed for subordinates.
- observation of staff meetings.
- review of staff development plans.
- observation of office procedures.
- observation of interaction with staff and students.

- observation of physical plant and grounds (if appropriate).
- review of long and short-range planning.
- observation of telephone use.

To facilitate the data collection the evaluator may wish to develop a checklist using the items written above, or listing the duties and responsibilities shown on the task descriptions for the evaluatee's position.

Specific observations will be more useful to the evaluatee than general or abstract observations. An example is given below:

TOO GENERAL

"The staff meeting was okay."

MORE SPECIFIC

"The staff meeting started at the scheduled time."

"The materials had already been placed at each seat to save time."

"The evaluatee had planned an agenda that was appropriate in length for the meeting time allowed."

"The items on the agenda appeared to warrant discussion by the entire staff."

"The evaluatee provided closure and assured effective communication by stating the conclusion reached for each item."

"Five of the 10 staff members did not participate in any of the discussions."

SCHEDULE FEEDBACK CONFERENCES FOLLOWING OBSERVATIONS

- Conduct the feedback conference as soon after the observation as possible, preferably on the same day. Schedule the conference for a time when privacy is assured and there is sufficient time to discuss the issues in full. Do not conduct the conference if the evaluator or evaluatee is angry or preoccupied with another matter. Postpone the conference until a better time.

- Start the conversation on a positive note. Compliment the evaluatee in a sincere manner and show interest in the evaluatee's work.

- Ask the evaluatee how he/she felt about the observation and whether typical activities or reports had been examined.

- Present the observation data to the evaluatee. The data should focus on observed behavior rather than assumptions, inferences, or explanations. The data should be limited to what the evaluatee can use and manage rather than on all the information gathered.

- Guide the evaluatee in the analysis of the data. Help the evaluatee identify behaviors to be maintained and changed. If the evaluator cannot identify these behaviors, state them yourself. Help the evaluatee identify alternative strategies to accomplish the selected changes. Ask the evaluatee to identify the specific strategies to be tried. Help the evaluatee plan how to implement new strategies.

- Summarize the major points discussed during the conference. If appropriate, schedule the next observation.

DOCUMENT INFORMATION TO BE USED IN THE EVALUATION

Evaluators should never rely on their memories to help them recall important information about an evaluatee's performance. Memories tend

to be faulty and it is difficult to justify a high or low rating if only a dim impression of an event remains.

Recall is much easier if the evaluator writes and files notes on the evaluatee's performance throughout the year. The notes should describe favorable and unfavorable incidents, and should be sufficiently detailed for the evaluator to recall the evaluatee's behavior and the events in question. While such incidents should be discussed with the evaluatee at the time they occur, the incidents should be documented and used in the formal evaluation as well (Morrisey, 1972; Norton, 1982).

CHECK THE ACCURACY OF THE DATA

A number of questions should be asked to check the accuracy of the information used in the evaluation process:

- Does the information reflect a true sampling of the evaluatee's behavior?
- Have recent incidents been weighted more heavily than past behavior?
- Does the information reveal the evaluatee's capacity to perform a number of job responsibilities? Have only the most obvious or easiest to observe functions been noted?
- Have motives been assigned to the evaluatee's behavior without seeking an explanation from the evaluatee?
- Have the evaluator's preferences or experiences colored the analysis of the information?
- Have comments made by secondary sources been thoroughly investigated?

CONSIDER POSSIBLE REASONS FOR UNSATISFACTORY PERFORMANCE

Morrisey (1972) states failure to meet performance standards can be traced to one or a combination of three variables involving the evaluatee, the evaluator, or the situation.

The *evaluatee* could be careless or negligent or is not competent to perform the job. On the other hand, the job might not be sufficiently challenging for the evaluatee or the evaluatee may be suffering from adverse personal conditions (health, finances, family, etc.).

The *evaluator* may have failed to clearly communicate the performance standards and may have assumed understanding on the part of the evaluatee. Or, the evaluator may have established an unrealistic standard or failed to provide adequate information, training, or materials for the evaluatee.

The *situation* may have created problems that were beyond the evaluatee's control. This could include resource or staffing shortages, organizational changes, legal changes, facility changes, etc.

Consideration of these variables suggests a careful analysis of each is warranted before concluding an evaluatee's performance is unsatisfactory in a competency area.

IDENTIFY AREAS OF STRENGTH TO BE SHARED DURING THE EVALUATION CONFERENCE

Areas of strength can be identified by reviewing the competencies listed on the Administrator Evaluation Form, the task descriptions for the evaluatee's position, and the goals listed on the evaluatee's Personal Goal Form. The evaluator should select two or more strengths to discuss and should document each with an example of the evaluatee's behavior.

IDENTIFY AREAS NEEDING IMPROVEMENT TO BE SHARED DURING THE EVALUATION CONFERENCE

Areas needing improvement can be identified by reviewing the competencies listed on the Administrator Evaluation Form, the task descriptions for the evaluatee's position, and the goals listed on the evaluatee's Personal Goal Form.

For routine evaluations, the evaluator should select two to three major areas to address during the evaluation conference. Each area should be documented with an example of the evaluatee's behavior. Addressing too many weaknesses at once may overwhelm the evaluatee and cause the evaluatee to react in a defensive or frustrated manner.

If the evaluatee is in contractual difficulty the evaluator should plan to discuss each of the evaluatee's problem areas during the evaluation conference. (See Contractual Difficulties)

REVIEW THE ADMINISTRATOR EVALUATION SYSTEM

Evaluatees have the right to expect their evaluators to be able to answer questions about the evaluation process and the evaluation forms. Prior to the evaluation conference, the evaluator should review the "Required Procedures" section of this handbook and direct any questions to the Office of Staff Personnel. Lack of acquaintance with the evaluation procedures may decrease the administrator's credibility as an evaluator.

DURING THE EVALUATION CONFERENCE

COMPLETE THE APPROPRIATE EVALUATION RATINGS

If the evaluatee is receiving a full evaluation, the competency ratings and student outcome ratings on the Administrator Evaluation Form should be completed after adequate discussion of the evaluatee's performance has occurred. All evaluatees should receive ratings on their personal goals.

Evaluators should guard against giving ratings on the basis of their impressions of the overall performance of evaluatees. Evaluators should not decide an evaluatee is a "3" and then give the evaluatee primarily three ratings. Each competency should be considered and evaluated separately. If the evaluator does not have enough information to assess an evaluatee's behavior on a competency, the evaluator should check the "insufficient information" column. High evaluation ratings are the reward of good performance. Evaluators who inflate ratings to motivate evaluatees or improve interpersonal relationships should be aware of some consequences which may result:

- A morale problem may occur for other administrators who learn of the inequity of the ratings given.
- Evaluatees who receive the inflated ratings are given an unrealistic appraisal of their performance and may expect promotions or special consideration in light of their high ratings.
- The evaluator may be caught in a treadmill of giving higher and higher ratings. Real improvement is difficult to document if the highest rating has already been received.

DEVELOP PERSONAL GOALS

Prior to the evaluation conference, both the evaluator and the evaluatee should review the evaluatee's past evaluations, current performance, and task descriptions to identify areas to consider for goal statements.

During the evaluation conference the evaluator should encourage the evaluatee to identify and explore important needs and should listen carefully. There is a strong possibility that the evaluatee will be aware of areas in which performance can be strengthened. Using ideas for improvement which have been generated by the evaluatee can lead to meaningful and individualized goals.

In cases where the evaluator has specific concerns regarding particular competencies these competencies should be addressed in the goal statements. If no agreement can be reached, the final decision is the responsibility of the evaluator.

SELECT ACTIVITIES FOR GOALS

The selection of activities for goals is very important. The activities should be realistic and manageable in the time available. The activities should be desirable in view of the evaluatee's learning style. If the evaluatee can learn more from reading an article than viewing a videotape, that preference would be an important consideration.

The activities should be specific. "Reading on this topic," is not as good a goal statement as "Select and read two books on this topic," or "Read Effective Student Motivation Techniques by Howard Mays." The more specific the activity, the more likely it will be completed and monitored properly by the evaluator.

SAMPLE GOALS

1) Identify minimum behavior standards for students at Pearce Junior High. Obtain input from parents, staff, and students in developing the behavior standards. Produce a draft copy of the behavior standards by June 1983.

2) By June 1983, attend at least two grade-level meetings in each assigned school. Ask the teachers at the meeting:

   How can the observation feedback information provided by instructional coordinators be made more useful to teachers?

   Keep a record of the results and present the conclusions at an elementary coordinator's staff meeting in May.

AFTER THE EVALUATION CONFERENCE

Monitoring is an important part of the evaluation process. Routine monitoring of personal goals should be planned from the beginning of the evaluation period. Areas for improvement identified during the evaluation conference should be monitored as well.

Monitoring need not be elaborate and can be handled in a formal or informal fashion. Monitoring might take place through a telephone conversation or through a casual conversation in the lunchroom. On the other hand, the evaluator might monitor the evaluatee's behavior by conducting observations or by having the evaluatee complete standardized forms periodically throughout the year that give an update on improvement activities.

REFERENCES

Marks, J. R., Stoops, F., & King-Stoops, J. Handbook of educational supervision. Boston: Allyn & Bacon, 1978.

Morrisey, G. L. Appraisal and development through objectives and results. Reading, Mass.: Addison-Wesley, 1972

Norton, S. T. Performance appraisal advice for the new supervisor. Supervisory Management, 1982, 27 (6), 30-34.

Task Descriptions

The Administrator Evaluation Form identifies 33 general competencies. General competencies were selected so the evaluation form could be used with a variety of administrative positions.

Task descriptions are used in conjunction with the evaluation form. The task descriptions define a competency in terms of the responsibilities related to specific administrative roles. This section provides task descriptions for the following positions:

PRINCIPAL

ASSISTANT PRINCIPAL

INSTRUCTIONAL COORDINATOR

SUPERVISOR/COORDINATOR

EVALUATOR

ASSISTANT DIRECTOR

DIRECTOR

ASSISTANT SUPERINTENDENT

ASSOCIATE SUPERINTENDENT

Principal

PERSONAL QUALITIES

1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences or meetings with school personnel in a calm, professional manner.
C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem-solving.
E. Is willing to listen to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Takes personal satisfaction in work and is self-motivated.
B. Is cooperative when it is necessary to take on extra duties.
C. Is well-prepared.
D. Is self-directed.
E. Reflects an attitude and belief that teaching and learning are important.
F. Desires to participate actively in events.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (educational, political, economic, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.
F. Is receptive to change and new ideas.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Knows the AISD curricula.
B. Keeps informed of School Board proceedings.
C. Consults with instructional coordinators and other central staff concerning information in program areas.
D. Is knowledgeable about federal, state, and AISD regulations and policies affecting the administration of the campus.
E. Gathers data for the preparation of federal, state, and/or AISD reports.
F. Reads professional literature and is knowledgeable about educational theories, trends, and practices.
G. Attends professional meetings and/or seminars.

7. ANALYZES INFORMATION

A. Studies District memos and policies.
B. Interprets policies made by the superintendent and the School Board.
C. Studies achievement test data at the District and school level.
D. Analyzes research and evaluation findings.
E. Studies teacher observation data provided by coordinators.
F. Examines summaries of professional personnel evaluation ratings.
G. Determines important elements of a problem situation.

8. ESTABLISHES/USES PRIORITIES

A. Places the needs of students first.
B. Is acquainted with the District priorities and considers them in the formulation of school goals.
C. Identifies school goals that are meaningful and relevant.
D. Involves teachers and staff in identifying school priorities.
E. Assists teachers in establishing and using grade-level goal setting.

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, PROCEDURES)

A. Complies with federal, state, and District policies in the formulation of building policies.
B. Develops the overall discipline policy of the campus with assistance from teachers, students, and parents.
C. Enforces campus rules, regulations, and procedures.

10. DESIGNS PLANS AND PROGRAMS

A. Oversees the development of the master schedule and registration procedures.
B. Uses student test data and input from teachers and other District personnel to improve the school's curriculum.

11. DETERMINES RESOURCE REQUIREMENTS

A. Studies resource requirements and their availability before initiating or approving program additions.
B. Weighs resource requirements against potential benefits.

12. SEEKS RESOURCES

A. Calls upon the local campus, community, or Region XIII for resources when necessary.
B. Voluntarily seeks assistance from District central officers and other school personnel when appropriate.

13. PREPARES BUDGETS

A. Involves teachers in the identification of needs.
B. Budgets monies so that school programs are provided for adequately.

14. DISSEMINATES INFORMATION

A. Discusses districtwide goals with the school staff.
B. Discusses achievement test results with the school staff and parents.
C. Keeps staff informed of programs and activities in the District.
D. Disseminates occupational/educational information to students.
E. Disseminates information about school policies and programs to the community.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Plans, schedules, and monitors the work of the administrative, professional, and clerical staff.
B. Assigns the best available instructional and clerical personnel to each task.
C. Provides proper orientation for new staff members.
D. Uses support personnel and resources in an optimal fashion.
E. Assists teachers in the process of improving instruction.
F. Informs teachers of available instructional resources of the school and system.
G. Works with staff in determining needs for instructional materials and equipment.
H. Schedules classes for school year.
I. Deals effectively with a volume of paperwork and heavy demands on time.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Uses resources effectively in the assignment of tasks.
B. Asks for assistance in meeting responsibilities when appropriate.

17. COORDINATES ACTIVITIES AND TASKS

A. Schedules and/or conducts building meetings (principals' council, faculty, teaching teams, departments).
B. Coordinates school services (e.g., custodial, nursing, etc.).
C. Oversees the coordination of regular classroom and supplementary instruction.

STAFFING

18. DETERMINES STAFFING NEEDS

A. Involves the staff in evaluating staffing needs.

18. DETERMINES STAFFING NEEDS (Continued)

B. Is knowledgeable of the unique staffing needs of the campus.

19. SELECTS STAFF

A. Interviews and recommends new staff members.
B. Discusses duties and responsibilities with new staff members prior to assignment.

20. PROMOTES STAFF DEVELOPMENT

A. Helps in planning and presenting staff inservice programs using input from staff.
B. Encourages staff members to participate in presenting inservice programs.

21. EVALUATES STAFF

A. Conducts classroom observations for the purpose of teacher evaluation.
B. Provides feedback to teachers regarding classroom observation.
C. Completes and/or signs all professional personnel evaluation forms.
D. Evaluates teachers according to the procedures stated in the Professional Personnel Evaluation Handbook.
E. Documents the performance of employees in contractual difficulty.
F. Meets evaluation deadlines.
G. Assists teachers in the development and implementation of professional improvement plans.
H. Evaluates classified employees according to the stated procedures.

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Assists in identifying and encouraging staff members to prepare for possible promotion.
B. Utilizes due process in making termination decisions.

LEADING/IMPLEMENTING

23. INSPIRES/MOTIVATES STAFF

A. Is interested in the staff and the students.
B. Capitalizes on the strong traits of staff members.
C. Notices improved behavior and praises accomplishments.
D. Publicly recognizes and commends staff for outstanding performances.
E. Treats all the faculty equally.
F. Meets with the staff on a regular basis.
G. Informs the staff of professional growth opportunities.
H. Encourages the staff to participate in local, state, and national competition with students.
I. Involves the staff in decision making.

24. ASSURES EFFECTIVE COMMUNICATION

A. Makes school and District rules and regulations available to students, staff, and parents.
B. Is accessible to students, staff, and parents.
C. Keeps communication channels open with students, staff, and parents.
D. Maintains announcement bulletin board for staff.
E. Answers correspondence and telephone messages.
F. Provides feedback to central office personnel and immediate supervisor.
G. Encourages teachers to inform parents about school programs and activities.
H. Knows when and how to involve parents.
I. Understands the social, economic, and ethnic character of the community.

24. ASSURES EFFECTIVE COMMUNICATION (Continued)

J. Evaluates written communications critically.
K. Perceives needs, concerns, and personal problems of others.
L. Deals effectively with people concerned with emotional issues.
M. Is tactful in dealing with persons from different backgrounds.
N. Resolves conflicts.
O. Knows what information to communicate and to whom.
P. Makes clear oral presentations.
Q. Speaks and writes with appropriate language usage for different audiences (students, teachers, parents, other administrators).

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Encourages teacher "feedback" concerning the school's policies and operations.
B. Discusses curriculum content, materials, equipment, and program modifications with coordinators/supervisors.
C. Discusses with secretary, custodians, and other key employees the progress of their work.
D. Consults with the board of the PTA.
E. Meets with all outside personnel (e.g., community school, child care, etc.).

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Responsible for the instructional program at the school.
B. Supervises student behavior.
C. Supervises school activities.
D. Is consistent in the application of school policies and procedures.
E. Participates in the activities of the parent-teacher organization.
F. Attends principals' meetings and serves on committees as requested.
G. Conducts faculty meetings that are pertinent, well organized, and interesting.
H. Administers or delegates health services program.
I. Requests building maintenance as needs arise.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY (Continued)

J. Recognizes when a group requires direction.
K. Gets others involved in solving problems.
L. Guides a group to the accomplishment of a task.

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Monitors grading practices and test procedures used in the school.
B. Reviews student records to ensure accuracy and completeness.
C. Ensures that there is an adequate supply inventory.
D. Ensures that the halls and cafeteria are monitored.
E. Monitors staff to determine the extent to which curriculum goals and objectives are being met.

28. ESTABLISHES/ACHIEVES STANDARDS

A. Sets high standards of professional behavior by example.
B. Communicates high-level expectations to staff with regard to meeting set standards.
C. Sets, communicates, and monitors standards for orderly maintenance of school facilities.
D. Achieves in the activities attempted.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Follows due process procedures in the administration of discipline.
B. Designs specific strategies for frequently occurring disciplinary problems.
C. Monitors referrals of discipline problem students and hears appeals.
D. Holds teacher/parent conferences that are related to discipline, attendance, or other problem areas.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS (Continued)

E. Supports teachers in the administration of discipline in the classroom.
F. Suggests changes in instructional programs on the basis of student achievement.

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Oversees the preparation of District reports, including payroll, attendance, budget, maintenance, and textbooks.
B. Keeps concise, objective records, properly dated, regarding the evaluation of staff members.
C. Keeps accurate records regarding student coursework, grades, scores, etc.
D. Keeps records on student discipline matters.

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Complies with all procedures required by the AISD Business Office.
B. Follows up on incomplete purchase orders within a reasonable amount of time.
C. Maintains careful records regarding inventories for special programs.

32. PROMOTES GOOD PUBLIC RELATIONS

A. Supports the philosophy of the District.
B. Supports the educational program of AISD.
C. Acts in a professional manner at all times.
D. Hears parent concerns and follows up if indicated.
E. Trains office staff in effective public relations.
F. Participates in community involvement programs.

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL KNOWLEDGE

A. Recognizes when a decision is required.
B. Acts quickly when necessary.
C. Makes practical decisions that reflect a realistic appraisal of District resources and District personnel.
D. Anticipates difficulties and prepares for them.
E. Uses time and resources in an efficient manner to meet deadlines.

Assistant Principal

PERSONAL QUALITIES

1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences or meetings with school personnel, parents, and students in a calm, professional manner.
C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem-solving.
E. Listens to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Takes personal satisfaction in work and is self-motivated.
B. Is cooperative when it is necessary to take on extra duties.
C. Is well-prepared.
D. Is self-directed.
E. Reflects an attitude and belief that teaching and learning are important.
F. Participates actively in events.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (educational, political, economical, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.
F. Receptive to change and new ideas.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Reads professional literature and is knowledgeable about educational theories, trends, and practices.
B. Attends professional meetings and staff development sessions when possible and relevant.
C. Obtains input/feedback from students, teachers, and parents and relays to principal.
D. Knows the AISD curricula.
E. Is knowledgeable about federal, state, and AISD regulations and policies affecting the administration of the campus.
F. Assists principal in gathering data for the preparation of federal, state, and/or AISD reports.

7. ANALYZES INFORMATION

A. Assists the principal in interpreting AISD and local campus policies for teachers, students, and parents.
B. Studies achievement test data at the District and school level.
C. Analyzes research and evaluation findings.
D. Studies teacher observation data provided by coordinators.
E. Examines summaries of professional personnel evaluation ratings.
F. Determines important elements of a problem situation.

8. ESTABLISHES/USES PRIORITIES

A. Places the needs of students first.
B. Is acquainted with the District priorities.
C. Assists teachers in goal setting activities.

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, AND PROCEDURES)

A. Provides input in the formulation or revision of building policies.
B. Proposes reasonable rules for assigned areas of responsibility.
C. Assists principal in enforcing rules, regulations, and procedures.

10. DESIGNS PLANS AND PROGRAMS

A. Develops plans (schedules, calendars, etc.) as assigned by the principal.
B. Assists the principal and teachers in the planning of instructional programs and activities.

11. DETERMINES RESOURCE REQUIREMENTS

A. Estimates needs for supplies, books, and space.

12. SEEKS RESOURCES

A. Calls upon local campus, community, central services, and Region XIII for resources when necessary.

13. PREPARES BUDGETS

A. Assumes responsibilities in this area as assigned.

14. DISSEMINATES INFORMATION

A. Assists the principal in disseminating information about school policies and programs to the community.
B. Assists the principal in keeping the staff informed of programs and activities in the District.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Plans, schedules, and monitors the work of individuals or groups in assigned areas.
B. Deals effectively with a volume of paperwork and heavy demands on time.
C. Discusses the LST agenda before and after weekly meetings with the persons concerned.
D. Assists the principal in the orientation of new staff members.

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES (Cont.)

E. Assists teachers in the areas of instruction and classroom management.
F. Assists staff in determining needs for materials and equipment.
G. Informs teachers of available school and District resources.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Uses resources effectively in the assignment of tasks.
B. Asks for assistance in meeting responsibilities when appropriate.

17. COORDINATES ACTIVITIES AND TASKS

A. Attends and chairs LST meetings.
B. Coordinates school activities or events as assigned.
C. Coordinates the activities of support personnel when assigned to do so.
D. Assists the principal in coordinating regular and supplementary instruction.

STAFFING

18. DETERMINES STAFFING NEEDS

A. Assists principal in evaluating staffing needs.

19. SELECTS STAFF

A. Assists principal in interviewing applicants for staff positions.

20. PROMOTES STAFF DEVELOPMENT

A. Helps in planning and presenting staff inservice programs using input from staff.

21. EVALUATES STAFF

A. Conducts classroom observations for the purpose of teacher evaluation.
B. Provides feedback to teachers regarding classroom observations.
C. Completes professional personnel evaluation forms for assigned teachers.
D. Evaluates teachers according to the procedures stated in the Professional Personnel Evaluation Handbook.
E. Documents the performance of employees in contractual difficulty.
F. Meets evaluation deadlines.
G. Evaluates clerical personnel as assigned by principal.

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Assists principal in making promotion/termination decisions.

23. INSPIRES/MOTIVATES STAFF

A. Is interested in the staff and the students.
B. Capitalizes on the strong traits of staff members.
C. Notices improved behavior and praises accomplishments.
D. Publicly recognizes and commends staff for outstanding performances.
E. Treats all the faculty equally.
F. Involves teachers in decision making.
G. Informs the staff of professional growth opportunities.
H. Encourages the staff to participate in competitions for students.

24. ASSURES EFFECTIVE COMMUNICATION

A. Assists principal in making school and District rules and regulations available to students, staff, and parents.
B. Is accessible to students, staff, and parents.
C. Keeps communication channels open with students, staff, and parents.
D. Gives feedback to immediate supervisor.
E. Knows when and how to involve parents.
F. Understands the social, economic, and ethnic character of the community.
G. Evaluates written communications critically.
H. Perceives needs, concerns, and personal problems of others.
I. Deals effectively with people concerned with emotional issues.
J. Is tactful in dealing with persons from different backgrounds.
K. Resolves conflicts.
L. Knows what information to communicate and to whom.
M. Makes clear oral presentations.
N. Speaks and writes with appropriate language usage for different audiences (students, teachers, parents, and other administrators).
O. Answers correspondence and telephone messages.

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Works closely with Student Affairs.
B. Serves as a liaison for UIL.
C. Consults with teachers on instructional issues and issues related to the operation of the school.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Substitutes for principal and teachers when necessary.
B. Oversees student behavior at all times.
C. Works with departments, programs, staff members, special students, special projects, or annual and ongoing activities as assigned.
D. Assists in arranging details related to approved school events (transportation, tickets, etc.).
E. Assists in ordering new materials and/or replacing damaged materials.
F. Serves on District committees when requested to do so.
G. Recognizes when a group needs direction.
H. Guides a group to the accomplishment of a task.
I. Gets others involved in solving problems.
J. Fulfills responsibilities related to maintenance of the building and physical setting as assigned.

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Supervises grounds, cafeteria, and hallways.
B. Assists the principal in monitoring the grading practices and test procedures used in the school.
C. Assists the principal in monitoring the extent to which curriculum goals and objectives are being met.

28. ESTABLISHES/ACHIEVES STANDARDS

A. Sets high standards of professional behavior by example.
B. Communicates high-level expectations to staff with regard to meeting established standards.
C. Communicates and monitors standards for orderly maintenance of school facilities.
D. Achieves in the activities attempted.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Monitors student attendance and takes appropriate corrective actions.
B. Assigns students to in-school suspension. Notifies the parents of this action.
C. Meets with parents to discuss the disciplinary or academic progress of their child.
D. Deals with students referred by a teacher or bus driver.
E. Refers students to an attendance investigator, visiting teacher, or counselor when appropriate.
F. Conducts and chairs campus review boards for serious infractions of the rules.
G. Conducts searches of lockers or of individual students when the situation warrants.
H. Tries to recover lost or stolen property.
I. Deals with rumors concerning conflicts among groups of students.
J. Questions students suspected of being under the influence of drugs, alcohol, or other substances.
K. Counsels students.
L. Follows due process procedures in the administration of discipline.

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Documents discipline referrals.
B. Distributes, collects, and files forms and surveys as specified by the principal.
C. Receives, stores, distributes, and keeps records of materials, books, and supplies.
D. Prepares reports as assigned by the principal.

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Approves and signs weekly and monthly payroll reports in absence of principal.
B. Assumes other fiscal responsiblities as assigned.

32. PROMOTES GOOD PUBLIC RELATIONS

A. Supports the philosophy of the District.
B. Supports the educational program of AISD.
C. Acts in a professional manner at all times.
D. Hears parent concerns and follows up if indicated.
E. Participates in community involvement programs.

TECHNICAL EXPERTISE

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL KNOWLEDGE

A. Recognizes when a decision is required.
B. Acts quickly when necessary.
C. Makes practical decisions that reflect a realistic appraisal of District resources and District personnel.
D. Anticipates difficulties and prepares for them.
E. Uses time and resources in an efficient manner to meet deadlines.

Instructional Coordinator

Most of the task descriptions are applicable to all instructional coordinators, although the instructional coordinators may work with different populations when performing a given task.

Some of the task descriptions are only applicable to instructional coordinators on special assignment. These task descriptions are marked with the following codes:

(Chapter 1) = Applicable only for instructional coordinators with a Chapter 1 assignment

(SE) = Applicable only for instructional coordinators with a special education assignment

(BE) = Applicable only for instructional coordinators with an expertise in bilingual education

(VE) = Applicable only for instructional coordinators with an expertise in vocational education

PERSONAL QUALITIES

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1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

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2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences or meetings with school personnel in a calm, professional manner.

2. EXHIBITS POISE AND SELF-CONTROL (Continued)

C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem solving.
E. Is willing to listen to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Displays a positive attitude.
B. Takes personal satisfaction in work and is self-motivated.
C. Is cooperative when it is necessary to take on extra duties.
D. Is well-prepared.
E. Is self-directed.
F. Reflects an attitude and belief that teaching and learning are important.
G. Desires to participate actively in events.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (education, current events, the economy, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.

5. PRESENTS AN EFFECTIVE ROLE MODEL (Continued)

F. Exhibits interest in learning and acquiring new skills and information.
G. Receptive to change and new ideas.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Gathers information about AISD instructional programs through personal observations, evaluation records, feedback from principals, teachers, parents, and other members of the instructional staff.
B. Gathers needs assessment data for teachers and principals.
C. Assists in the selection and utilization of new materials and instructional practices.
D. Attends workshops and conferences on a local, state, or national level to keep informed about new materials, concepts, and instructional techniques.
E. Reads professional literature and is knowledgeable about educational theories, trends, and practices.
F. Is knowledgeable about federal, state, and AISD regulations and policies and their implementation at the local level.
G. Is knowledgeable of uses of technology in gathering information.
H. Is knowledgeable about federal regulations, federal legislation, and state and local policies in area of special assignment. (Chapter 1, SE, VE)
I. Is knowledgeable of the parameters of the Chapter 1/Vocational Education program as it affects the regular instructional program. (Chapter 1, VE)
J. Makes regular observations of Chapter 1/Vocational Education staff, classrooms, and labs. (Chapter 1, VE)
K. Is knowledgeable of the Migrant Program and student eligibility for Migrant Services, including health and medical ancillary services. (Chapter 1)
L. Is familiar with the Chapter 1 Migrant Skills Information System which is a federal and state requirement for the Migrant Student Record Transfer System. (Chapter 1)

7. ANALYZES INFORMATION

A. Recommends programs, pilot projects, new materials, new equipment, and changes in methodology involved in the teaching and learning process.
B. Uses data obtained through classroom visits, testing, and teacher conferences to make recommendations for improving instructional techniques used by teachers.
C. Analyzes needs assessment information and research and evaluation findings.
D. Analyzes test information and assists teachers and principals in its interpretation.
E. Examines summaries of professional personnel evaluation ratings.
F. Determines important elements of a problem situation.
G. Visits classrooms with special education students. Meets with the teacher and principal and makes student recommendations based on the classroom observations. (SE)

8. ESTABLISHES/USES PRIORITIES

A. Works with principals and teachers in developing and implementing goals and objectives related to the District priorities.
B. Works with principals and teachers in developing and implementing school goals based upon the particular needs of the schools.
C. Works with principals, teachers, and parents in developing and implementing goals related to individual student development.
D. Assists campus curriculum committees in setting objectives for special instructional programs.
E. Uses valid research findings to establish priorities for staff development offerings.
F. Provides assistance in the following special education procedures: admission, review, and dismissal. (SE)
G. Plans program goals and evaluation of goals. (SE, VE)

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, AND PROCEDURES)

A. Complies with District policies and procedures.
B. Assists in developing departmental policies and operating procedures.
C. Assists in developing guidelines for programs which are implemented by teachers.

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, AND PROCEDURES)

D. Assists in the identification of LEP students with regard to assessment, diagnosis and placement.
E. Is responsible for the scheduling of students to ensure that Chapter 1 services are supplementary and are not taking the place of regular instruction. (Chapter 1)
F. Is responsible for the identification of children to be served within the criteria level in accordance with federal and TEA regulations. (Chapter 1)
G. Assists local campuses in ensuring that students with the greatest educational needs are being served through a compensatory program (Chapter 1, Chapter 1 Migrant, special education, etc.). (Chapter 1)
H. Establishes student admission criteria for vocational courses. (VE)

10. DESIGNS PLANS AND PROGRAMS

A. Assists in the planning and implementation of programs.
B. Develops curriculum, curriculum guides, and instructional materials to improve instructional practices.
C. Suggests additions/revisions to the current curriculum, guides, assessment techniques, or instructional materials to improve the instructional program.
D. Serves on one or more committees for systemwide planning of content areas or programs.
E. Assists campuses or the District in coordinating special events relative to units of study.
F. Uses knowledge of the AISD regular instructional program and the special education and bilingual programs in planning a supplementary Chapter 1 program. (Chapter 1)
G. Is able to prepare materials and/or supplementary learning activities for parents to use with their children at home. (Chapter 1)

11. DETERMINES RESOURCE REQUIREMENTS

A. Assists local campuses in prioritizing needed resources.
B. Participates in the preparation of the Chapter 1 application as it pertains to the instructional program. (Chapter 1)
C. Makes recommendations for adequate vocational facilities. (VE)

12. SEEKS RESOURCES

A. Seeks information concerning the availability of local, state, national, and international resources, human or otherwise.
B. Assists principals, teachers, and support personnel in identifying resource materials that will meet the individual needs of students.
C. Previews materials, tests, books, and equipment for teaching staff.
D. When appropriate, writes or assists in writing proposals for federal and/or state funding.

13. PREPARES BUDGETS

A. Assists in the preparation of preliminary budget requests for specific curricular areas and programs.

14. DISSEMINATES INFORMATION

A. Shares new materials and promising instructional practices with teachers, principals, and other coordinators.
B. Offers or provides information related to area of personal expertise (ESL, special education, bilingual, early childhood, Chapter 1, vocational education, etc.).
C. Cooperates with the appropriate District staff in planning and implementing inservice sessions. Inservice sessions will be held to acquaint teachers, parents, principals, or other administrators with new teaching methodologies, textbook adoptions, curriculum guides, position papers, tests, and policy changes, or to respond to observed needs requested by a teacher, principal, or central officer.
D. Prepares or assists media and publication specialists in preparing curriculum-related bulletins, pamphlets, articles, and tapes for distribution to teachers, principals, other coordinators, the media, and/or the general public when appropriate.
E. Serves as a speaker or panelist for PTA, civic, business, or professional meetings to increase public awareness and support of the instructional program.
F. Works with Chapter 1 staff on each assigned campus in explaining, formulating, and disseminating information regarding Office of Research and Evaluation reports for the Chapter 1 and/or Chapter 1 Migrant Programs.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Identifies, trains, and utilizes outstanding teachers to assist in inservice activities, curriculum writing, and instructional decision making.
B. Uses support personnel and resources in an optimal fashion.
C. Deals effectively with paperwork and heavy demands on time.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Shares known resources with team members and teachers.
B. Shares responsibilities among instructional team members.
C. Asks for assistance in meeting responsibilities when appropriate.
D. Delegates responsibility to selected teachers for inservice presentations.
E. Plans for distribution of available resources to all programs.

17. COORDINATES ACTIVITIES AND TASKS

A. Assists the Assistant Superintendent and the Director of School Curriculum in coordinating and monitoring the instructional program of the District.
B. Serves on special central administrative committees as time permits.
C. Attends and participates in principals' meetings, staff meetings, and cluster/team meetings.
D. Offers information and assistance to others related to areas of special expertise.
E. Coordinates city-wide projects involving students from several campuses.
F. Coordinates districtwide use of materials.
G. Assists the Assistant Superintendent of Elementary Education, the Director of Elementary Curriculum, the Director of Programs and Applications and the Chapter 1 Administrator in coordinating and monitoring the Chapter 1 instructional program. (Chapter 1)

17. COORDINATES ACTIVITIES AND TASKS (Continued)

H. Assists in coordinating inservice training activities of Chapter 1 personnel on AISD campuses, nonpublic schools, and neglected and delinquent institutions with other special programs staff and the regular instructional program. (Chapter 1)
I. Cooperates with other administrative supervisors to provide continuity of programs and services for special education students. (SE)

STAFFING

18. DETERMINES STAFFING NEEDS

A. Assists principals upon request to assess specific staffing needs.
B. Makes supervisors aware of specific needs, problems, and resources related to staffing.

19. SELECTS STAFF

A. Assists in selection and recruitment of professional staff (as time permits).
B. Assists in the assignment of student teachers.
C. Confers with principal about personnel changes.

20. PROMOTES STAFF DEVELOPMENT

A. As requested to do so, provides staff development for administrators, for a grade level, for a team, for all teachers, for a special group of teachers, for student teachers, or for a cluster of schools.
B. Assists principals in the development of professional improvement plans.
C. Assists teachers in the implementation of professional improvement plans.

20. PROMOTES STAFF DEVELOPMENT (Continued)

D. Provides orientation for new Chapter 1/vocational education instructional personnel on program goals and guidelines. (Chapter 1, VE)
E. Provides inservice for District staff and/or campus staff regarding instruction for students eligible for Chapter 1 services. (Chapter 1)
F. Plans and provides staff development for administrators and instructional coordinators in the area of bilingual education. (BE)

21. EVALUATES STAFF

A. Gathers information about the skills and instructional practices of teachers in assigned schools for the purpose of formative evaluation. This is done as coordinators observe teachers, conference with teachers, discuss lessons, suggest materials, and help plan for staff development.
B. Assists principals in the summative evaluation process when requested to do so.
C. Conducts observations for individuals being evaluated according to the procedures stated in the Professional Personnel Evaluation Handbook.
D. Consults with principals regarding personnel performance.
E. Consults with teachers after classroom observation, as time permits.

LEADING/IMPLEMENTING

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Gives testimony in contract-related hearings.

23. INSPIRES/MOTIVATES STAFF

A. Serves as a model for other instructional coordinators.
B. Offers help to team members and to instructional staff as a whole.
C. Offers exciting and creative ideas to improve the instructional program.
D. Meets with school staffs on a request or needs basis.
E. Offers inservice on local campuses in response to the observed needs of teachers.
F. Provides written and verbal feedback to teachers.
G. Notices improved teacher behavior and praises accomplishments.
H. Capitalizes on teachers' strong traits.
I. Shows interest in teachers' welfare.
J. Finds opportunities for teachers to be leaders.
K. Informs staff of professional growth opportunities.
L. Recognizes teachers for outstanding performances.
M. Encourages staff to involve students in local, state, and national competitions.

24. ASSURES EFFECTIVE COMMUNICATION

A. Keeps communication channels open with the principals and teachers at assigned schools.
B. Offers to share special expertise (e.g., knowledge of another language) as it relates to keeping communication channels open.
C. Gives feedback to immediate supervisor.
D. Evaluates written communications critically.
E. Perceives needs, concerns, and personal problems of others.
F. Is tactful in dealing with persons from different backgrounds.
G. Resolves conflicts.
H. Deals effectively with people in emotional situations.
I. Knows what information to communicate and to whom.
J. Makes clear oral presentations.
K. Speaks and writes with appropriate language usage for different audiences (teachers, parents, administrators, etc.).
L. Answers correspondence and telephone messages.

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Conducts teacher conferences.
B. Confers with school staff and other instructional coordinators about instructional needs within the building.
C. Consults with outside agencies about programs and specific students.
D. Reviews pilot project, gifted and talented, and research proposals.
E. Interprets programs and/or new instructional strategies for the superintendent and/or the Cabinet upon request.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Manages specific districtwide programs in areas of assigned responsibility.
B. Meets with regular classroom teachers, teachers with a special assignment (Chapter 1, special education, vocational education, etc.), a faculty, parents, or principals on a regular or needs basis.
C. Recognizes when a teacher or group of teachers needs direction.
D. Guides a group to the accomplishment of a task.
E. Gets others involved in solving problems.
F. Acts as an advisor for the selection of tests, textbooks, and instructional materials for districtwide use.
G. Meets with community agencies on a needs basis.
H. Provides intensive help for teachers who experience difficulty.
I. Assists teachers and principals in implementing programs according to federal, state, and local policies (rules, regulations, and procedures).
J. Meets with contact person at the local campus level. (Chapter 1)
K. Works with parents and other groups in assisting Chapter 1 students in reading and language arts. (Chapter 1)
L. Works with the Districtwide Parent Advisory Council as needed. (Chapter 1)
M. Provides a parent training program for local PAC's as needed. (Chapter 1)
N. Meets with central office personnel such as psychological associates, VT's, VEH Coordinators, and other administrators on a needs basis. (SE)
O. Participates in student planning meetings such as RC's, ARD's, and Central ARD's. (SE)
P. Assists teachers on issues related to discipline of special education students, including behavioral management strategies, development of behavioral guidelines, and participation in ARD's to consider disciplinary action. (SE)

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY (Continued)

Q. Provides assistance to teachers in their completion of individualized instructional plans, master classroll forms, etc. (SE)
R. Works with and coordinates the VAC program. (SE)
S. Meets with the vocational program advisory committee on a regular basis. (VE)
T. Plans and supervises student leadership activities. (VE)

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Evaluates instructional programs and projects in AISD schools and makes recommendations on the basis of the information gathered.
B. Evaluates instructional practices, curriculum materials, and textbooks.
C. Monitors programs to assure compliance with TEA and federal standards.
D. Reviews warehouse instructional supplies to determine their appropriateness.
E. Supervises Chapter 1 staff on Chapter 1 elementary campuses. (Chapter 1)
F. Supervises Chapter 1 Migrant staff on Chapter 1 elementary campuses. (Chapter 1)
G. Is responsible for ensuring that students with the greatest need are served first. (Chapter 1)
H. Consistently works with Chapter 1 staff on each Chapter 1 campus to ensure proper entry and exit procedures for students. Also ensures the correct number of students are served per instructional period by each Chapter 1 staff member. (Chapter 1)
I. Responsible for ensuring that Chapter 1 staff is involved in non-instructional duties for no more than 10% of their time. (Chapter 1)
J. Supervises and assists in the formal pre- and posttesting of special education students. (SE)

28. ESTABLISHES/ACHIEVES STANDARDS

A. Assists in determining guidelines/standards as they relate to the instructional program (e.g., grouping procedures, promotion and retention policies, etc.).

28. ESTABLISHES/ACHIEVES STANDARDS (Continued)

B. Sets high standards of professional behavior by example.
C. Communicates high-level expectations to teachers with regard to meeting set standards.
D. Achieves in the activities attempted.
E. Assists in determining competencies to be attained by students through the Coordinated Learning Plan. (Chapter 1)
F. Assists special education teachers in establishing goals and objectives for special education students. (SE)

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Suggests changes in instructional programs on the basis of student achievement, program standards, districtwide goals, teacher observations, etc.
B. Makes recommended changes known through the use of inservice sessions.
C. Makes necessary changes in inservice formats/topics based on teacher and administrator surveys.
D. Makes necessary changes in instructional programs on the basis of federal/state compliance and guidelines. (Chapter 1, VE)

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Writes clear and comprehensive reports when requested to do so.
B. Completes paperwork related to campus and central office responsibilities.
C. Maintains records on the progress of Chapter 1 students on assigned campuses. (Chapter 1)
D. Conveys necessary data on the Chapter 1 Program to the Chapter 1 evaluator. (Chapter 1)
E. Provides data for state and federal reports. (SE, VE)

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Assists in administering the budget for a content area.
B. Keeps accurate records of budget expenditures.
C. Assists in prioritizing appropriate requests for budget-related activities in curricular areas.
D. Assists principals, teachers, and immediate supervisors in prioritizing purchases related to specific curricular areas.
E. Monitors the inventory of materials.
F. Is knowledgeable of purchasing and bid procedures in order to be able to order materials and equipment. (Chapter 1, VE)
G. Is knowledgeable of materials and equipment which are on the inventory and monitors the use of such goods. (Chapter 1, VE)
H. Is knowledgeable of all state and federal fiscal requirements and/or procedures regarding consultant services, supplementary instructional programs, and fiscal requirements in TEA Financial Bulletin 679. (Chapter 1)
I. Monitors vocational equipment replacement schedule and develops specifications for vocational materials/equipment being considered for acquisition. (VE)

32. PROMOTES GOOD PUBLIC RELATIONS

A. Exhibits professional behavior and projects a professional image.
B. Carries out the responsibilities assigned to the position in such a way as to promote good public relations (with students, teachers, principals, parents, peers, and community groups).
C. Supports the philosophy and educational program of AISD.
D. Assists the Staff Development Coordinator in planning and delivering sessions for PTA's and other parent groups, as time permits.
E. In cooperation with the principal, meets with parents to discuss curriculum matters.
F. Assists the Chapter 1 staff in planning for PAC sessions. (Chapter 1)

TECHNICAL EXPERTISE

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL EXPERTISE

A. Capable of demonstrating the teaching behaviors and classroom management strategies expected of AISD teachers.
B. Recognizes when a decision is required.
C. Acts quickly when necessary.
D. Makes practical decisions that reflect a realistic appraisal of District resources and District personnel.
E. Anticipates difficulties and prepares for them.
F. Uses time and resources in an efficient manner to meet deadlines.

Supervisor/Coordinator

PERSONAL QUALITIES

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1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

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2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences or meetings in a calm, professional manner.
C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

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3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem solving.
E. Is willing to listen to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Takes personal satisfaction in work and is self-motivated.
B. Is cooperative when it is necessary to take on extra duties.
C. Is well-prepared.
D. Is self-directed.
E. Desires to participate actively in events.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (educational, political, economic, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.
F. Is receptive to change and new ideas.
G. Exhibits interest in learning and acquiring new skills and information.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Is knowledgeable about federal, state, and AISD regulations which affect area of assignment.
B. Is knowledgeable about the activities of other AISD offices that affect area of assignment.
C. Uses all available and reliable sources to obtain information for decision making.
D. Keeps informed of School Board proceedings.
E. Reads professional literature and is knowledgeable about important theories, trends, practices, materials, etc.
F. Attends workshops and conferences on a local, state, and/or national level to keep informed about new resources or techniques.
G. Collects needs assessment data.

7. ANALYZES INFORMATION

A. Makes recommendations about activities, materials, procedures, and/or purchases on the basis of available information and in accordance with regulations or objectives.
B. Examines requests and/or proposals and responds appropriately.
C. Analyzes needs assessment, research, and evaluation data in a systematic and orderly fashion.
D. Considers and checks the validity and reliability of data before using.
E. Determines important elements of a problem situation.
F. Identifies and assesses alternative options in order to determine the best strategy for the situation.
G. Studies District memos and interprets policy as it applies to area of assignment.
H. Interprets local, state, and/or federal regulations or guidelines as they apply to area of assignment.

8. ESTABLISHES/USES PRIORITIES

A. Is acquainted with the District priorities.
B. Identifies and/or assists others in identifying meaningful and relevant priorities for area of assignment.
C. Systematically ranks priorities in terms of importance, available resources, expense, and timing.
D. Uses the priorities in making decisions.

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, AND PROCEDURES)

A. Keeps and uses a current handbook of District policies, plans, regulations, and procedures.
B. Complies with District policies and relevant state or federal regulations.
C. Assists in developing policies and operating procedures for area of assignment.

10. DESIGNS PLANS AND PROGRAMS

A. Supervises and/or conducts short- and long-term planning in the area of responsibility.
B. Conducts or assists in the implementation or revision of projects, programs, procedures or services.
C. Develops or assists in developing written documents (curriculum guides, procedures, instructional materials, handbooks, scripts, etc.) to be used in area of assignment.
D. Produces or assists in producing audiovisual products.

11. DETERMINES RESOURCE REQUIREMENTS

A. Identifies the resources needed in the area of responsibility.
B. Studies resource requirements and their availability before initiating or approving additions.
C. Weighs resource requirements against potential benefits.

12. SEEKS RESOURCES

A. Seeks information concerning the availability of resources, human or otherwise.
B. When appropriate, writes or assists in writing proposals for state and/or federal funding.
C. Seeks assistance from AISD central and campus administrators or local, state, and federal agencies when necessary.

13. PREPARES BUDGETS

A. Prepares or assists in preparing budgets that are realistic and in accordance with District, federal, and/or state goals and guidelines.

14. DISSEMINATES INFORMATION

A. Informs relevant District personnel of any local, District, state, and/or federal regulations involved in the implementation of programs, projects, policies, services, equipment, etc.
B. Sends the required information and reports to the designated administrative staff or agency.
C. Disseminates information obtained in area of assignment to those District personnel who would find the information useful.
D. When appropriate, disseminates information about the area of assignment to the community.
E. Serves as a speaker or panelist for PTA, civic, business, or professional meetings when requested to do so.
F. Shares new materials and promising strategies with staff and relevant AISD personnel.
G. Cooperates with the appropriate District staff in planning and implementing inservice sessions dealing with area of assignment.
H. Discusses the District priorities with staff.
I. Keeps staff informed of relevant programs and activities in the District.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Directs and monitors the work of assigned staff.
B. Assigns the best available personnel to each task.
C. Uses resources in an optimal fashion.
D. Deals effectively with a volume of paperwork and heavy demands on time.
E. Conducts staff meetings that are organized and relevant for those in attendance.
F. Provides proper orientation for new staff members or other AISD personnel.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Delegates responsibilities at the appropriate times.
B. Delegation of tasks to subordinates is clear, such that staff members thoroughly understand their responsibilities.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES (Continued)

C. Subordinates are given the support and authority necessary to carry out their delegated tasks.
D. Delegation occurs that is within the subordinate's ability to perform.
E. Subordinates are given feedback on delegated tasks.

17. COORDINATES ACTIVITIES AND TASKS

A. Coordinates activities in the area of assignment so as to eliminate duplicated effort and promote the efficiency of staff members.
B. Coordinates activities in the area of assignment so as to eliminate duplicated effort and promote efficiency with other AISD departments or offices.
C. Organizes activities in area of assignment so as to provide continuity of services.
D. Coordinates the use of District resources with those provided by local, state, or national sources.

STAFFING

18. DETERMINES STAFFING NEEDS

A. Identifies specific needs and problems related to staffing, and conveys this information to immediate supervisor or appropriate District personnel.

19. SELECTS STAFF

A. Recruits personnel in accordance with District goals and policies.
B. Interviews and recommends personnel in an impartial manner.
C. Discusses duties and responsibilities with new staff members prior to assignment.

20. PROMOTES STAFF DEVELOPMENT

A. Obtains input from staff members about their needs/desires before planning staff development.
B. Presents or supervises staff development.
C. Obtains feedback from participants about the effectiveness of the staff development activities.
D. Assists staff members in making personal growth.

21. EVALUATES STAFF

A. Evaluates staff in accordance with the required procedures.
B. Documents the performance of employees in contractual difficulty.
C. Meets evaluation deadlines.
D. Provides feedback to staff members about the quality of their performances periodically during the year.

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Uses recommended procedures to terminate the employment of individuals not functioning in a satisfactory manner.
B. Assists personnel exhibiting outstanding performances in achieving promotions.

LEADING/IMPLEMENTING

23. INSPIRES/MOTIVATES STAFF

A. Keeps staff informed about relevant state and national activities.
B. Is interested in the staff and the opinions of staff members.
C. Capitalizes on the strong traits of staff members.
D. Notices improved behavior and praises accomplishments.
E. Publicly recognizes and commends staff for outstanding performance.
F. Meets with the staff on a regular basis.
G. Informs the staff of professional growth opportunities.
H. Involves the staff in decision making.

24. ASSURES EFFECTIVE COMMUNICATION

A. Makes District rules and regulations available to staff.
B. Is accessible to staff.
C. Keeps communication channels open with staff.
D. Answers correspondence and telephone messages.
E. Provides feedback to immediate supervisor.
F. Knows when and how to involve others in decision making.
G. Evaluates written communications critically.
H. Perceives needs, concerns, and personal problems of others.
I. Deals effectively with people concerned with emotional issues.
J. Is tactful in dealing with persons from different backgrounds.
K. Resolves conflicts.
L. Knows what information to communicate and to whom.
M. Makes clear oral presentations.
N. Speaks and writes with appropriate language usage for different audiences.

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Advises and consults with school and other AISD personnel.
B. Cooperates with other AISD departments in the performance of joint tasks.
C. Holds conferences with staff and individual staff members.
D. When appropriate, consults and negotiates with agencies on a local, state, regional, and/or national basis.
E. Seeks the opinion of experts when making important decisions.
F. Explains programs, procedures, and/or new instructional strategies to the superintendent or Cabinet upon request.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Performs assigned activities in area of responsibility.
B. Manages specific school or districtwide programs in areas of assigned responsibility.
C. Is consistent in the application of policies and procedures.
D. Interprets and administers the policies related to payroll, leave, and vacation.
E. Coordinates and directs responsibilities related to maintenance and the upkeep of furniture and equipment.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY (Continued)

F. Recognizes when a group requires direction.
G. Gets others involved in solving problems.
H. Guides a group to the accomplishment of a task.
I. Serves on or coordinates various projects, committees, consultation teams, or task forces for the District when requested to do so.
J. Serves as a resource person or consultant on a community, District, regional, state, and/or federal level.
K. Attends or holds conferences with students, parents, school personnel, central office personnel, and/or regional or community agencies.

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Evaluates programs, products, services, equipment, etc., and makes recommendations on the basis of the information gathered.
B. Monitors area of responsibility to assure compliance with District, TEA, and/or federal standards.
C. Supervises staff completion of assigned tasks and responsibilities.
D. Observes in classrooms, schools and/or offices included in area of responsibility.
E. Evaluates the effectiveness of the project/program/services in meeting designated goals.

28. ESTABLISHES/ACHIEVES STANDARDS

A. Assists in determining guidelines/standards as they relate to area of responsibility.
B. Sets high standards of professional behavior by example.
C. Communicates high-level expectations to staff with regard to meeting set standards.
D. Achieves in the activities attempted.
E. Determines standards for the purchase of equipment and supplies.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Uses evaluation findings to improve program, project, or delivery of services.
B. Implements important changes through the use of inservice sessions.
C. Makes necessary changes in inservice formats/topics based on evaluation findings.
D. Makes necessary changes in the program, project, and/or delivery of services on the basis of compliance with District, state, and/or federal guidelines.
E. Recommends appropriate personnel changes, based on information reported to the Superintendent.
F. Responds to grievances and/or appeals of staff decisions.

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Completes routine paperwork related to area of responsibility.
B. Conducts or supervises record keeping.
C. Prepares or oversees the preparation of District, state, and/or federal reports.
D. Checks reports for accuracy.
E. Keeps concise, objective records, properly dated, regarding the evaluation of subordinates.

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Administers, or assists in administering the budget for the area of assignment.
B. Complies with all procedures required by the AISD Business Office.
C. Keeps accurate records of budget expenditures.
D. Checks on supply use and takes measures to insure appropriate use.
E. Recommends purchases.
F. Reviews and approves purchase requisitions from staff members.
G. Is acquainted with any state and/or federal regulations affecting the fiscal management of area of assignment.

32. PROMOTES GOOD PUBLIC RELATIONS

A. Supports the philosophy of the District.
B. Supports the educational program of AISD.
C. Acts in a professional manner at all times.
D. Hears parent and/or AISD staff concerns and follows up if indicated.
E. Trains office staff in effective public relations.
F. Meets with various community and professional groups as needed.
G. Receives inquiries from the general public for information or help and responds accordingly.
H. Deals appropriately with news media representatives.
I. Understands the social, economic, and ethnic character of the community.

TECHNICAL EXPERTISE

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL KNOWLEDGE

A. Recognizes when a decision is required.
B. Acts quickly when necessary.
C. Makes practical decisions that reflect a realistic appraisal of District resources and District personnel.
D. Anticipates difficulties and prepares for them.
E. Uses time and resources in an efficient manner to meet deadlines.
F. Knows what tasks need to be done to fulfill job responsiblities.

Evaluator

Some of the task descriptions are applicable to senior evaluators, evaluators, and evaluation assistants. Other task descriptions are only applicable to one or two of these positions. The task descriptions that are limited in their applicability are marked with the following codes:

(SE) = Applicable only for senior evaluators
(E) = Applicable only for evaluators
(EA) = Applicable only for evaluation assistants

Although evaluation assistants hold professional contracts, they will be evaluated with the Administrator Evaluation Form in that it is more closely related to their job responsibilities than the Teacher Evaluation Form.

PERSONAL QUALITIES

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1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

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2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences, meetings, or telephone conversations with school or central office personnel in a calm, professional manner.
C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem solving.
E. Is willing to listen to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Takes personal satisfaction in work and is self-motivated.
B. Is cooperative when it is necessary to take on extra duties.
C. Is well-prepared.
D. Is self-directed.
E. Reflects an attitude and belief that teaching and learning are important.
F. Participates actively in events.
G. Demonstrates a willingness to go beyond normal job expectations to meet deadlines.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (educational, political, economic, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.
F. Exhibits interest in learning and acquiring new skills and information.
G. Is receptive to change and new ideas.
H. Keeps personal space neatly arranged in a manner reflecting a professional organization.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Gathers information about AISD instructional programs, practices, materials, policies, personnel, parents, and students through:

- observations
- District records
- testing
- surveys, interviews, meetings, and other contacts.

B. Uses data collection methods that will yield valid and reliable information.
C. Gathers needs assessment information for program, campus, or central office staff.
D. Attends workshops, meetings, and conferences to keep informed about topics relevant to the fields of evaluation and education.
E. Reads professional literature and is knowledgeable about evaluation, education, and management theories, trends, and practices.
F. Is knowledgeable about federal, state, and/or AISD regulations and policies relevant to the area of assignment. (SE, E)
G. Is knowledgeable about federal, state and AISD regulations and policies affecting the general administration of the office.
H. Is knowledgeable of the uses of technology in gathering information.
I. Attends relevant principals' meetings and meetings for central office staff so as to acquire information. (SE, E)
J. Keeps informed of School Board proceedings. (SE, E)
K. Reviews pertinent documents and conducts literature reviews.

7. ANALYZES INFORMATION

A. Determines important elements of a problem situation.
B. Identifies and assesses alternative options to determine the best strategy or instrument for the situation.
C. Examines data using the most appropriate analysis technique(s). (SE, E)

7. ANALYZES INFORMATION (Continued)

D. Identifies and considers any variables which might affect the interpretation of the evaluation findings.
E. Checks data for accuracy before analyzing the results.
F. Analyzes evaluation results in an objective and systematic manner.
G. Assists AISD personnel in interpreting research and evaluation findings. (SE, E)
H. Studies and interprets District memos and policies. (SE, E)
I. Makes recommendations about activities, procedures, or purchases on the basis of available information and in accordance with regulations or objectives.
J. Reviews requests submitted to the project and responds appropriately.

8. ESTABLISHES/USES PRIORITIES

A. Places the needs of students first in planning activities requiring student or teacher time. (SE, E)
B. Identifies evaluation priorities and develops evaluation designs based upon the priorities. (SE, E)
C. When requested to do so, assists principals, teachers, and other administrators in developing goals related to the District priorities. (SE, E)
D. Decides which evaluation/research findings are the most important and useful to practitioners and emphasizes these in dissemination efforts. (SE, E)

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, PROCEDURES)

A. Complies with relevant District, state, and/or federal policies and regulations in area of assignment. (SE, E)
B. Enforces and follows office procedures.
C. Develops office policies and operating procedures and submits for review.

10. DESIGNS PLANS AND PROGRAMS

A. Develops decision and evaluation questions that are based upon input from appropriate AISD personnel and are designed to satisfy the informational needs of the users. (SE, E)
B. Develops evaluation design(s) that specify the information sources, the data collection methods, the statistical analyses, the dissemination efforts, the timetable, and the allocation of staff and supervisory resources. (SE, E)

11. DETERMINES RESOURCE REQUIREMENTS

A. Assesses the resources and time required to conduct an evaluation study or activity.
B. Studies resource requirements and their availability before initiating action.
C. Weighs resource requirements against potential benefits.

12. SEEKS RESOURCES

A. Seeks information concerning the availability of local, state, or national resources. (SE, E)
B. Writes or assists in writing funding applications. (SE, E)

13. PREPARES BUDGETS

A. Prepares program budgets that are realistic and in accordance with District, federal, and/or state guidelines. (SE, E)

14. DISSEMINATES INFORMATION

A. Presents interim and completed reports or summaries to the appropriate level(s) for review.
B. Disseminates evaluation findings to those District personnel and others who would find the information useful. (SE, E)
C. Designs brochures, fliers, report covers, etc., as required.
D. Prepares material for presentation to the superintendent and Board members.
E. Presents evaluation findings and/or information about testing to central office and campus administrators and teachers. (SE, E)
F. Prepares and presents papers at local, state, and national conferences.
G. Keeps staff informed of relevant programs and activities in the District.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Deals effectively with paperwork and heavy demands on time.
B. Establishes realistic and timely deadlines for completion of activities.
C. Prepares a schedule of activities and monitors the work of self and/or staff members.
D. Revises the schedule, data collection methods, analyses, or reporting procedures to satisfy new information needs or to promote greater efficiency.
E. Strives to reduce the demands made on the schools. (SE, E)
F. Arranges and directs meetings that are organized, time-efficient, and relevant for the participants.
G. Uses the concept of completed staff work.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Knows when delegation of tasks or responsibilities is appropriate. (SE, E)
B. Delegation of tasks to subordinates is clear, such that staff members thoroughly understand their responsibilities. (SE, E)

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES (Continued)

C. Subordinates are given the information, support, and authority necessary to carry out their delegated tasks. (SE, E)
D. Delegation occurs that is within the subordinate's ability to perform. (SE, E)
E. Subordinates are given feedback on delegated tasks. (SE, E)
F. Asks for assistance in meeting responsibilities when appropriate.

17. COORDINATES ACTIVITIES AND TASKS

A. Coordinates project activities with other ORE project activities so as to eliminate duplicated effort and promote efficiency within the office. (SE, E)
B. When possible, coordinates project activities with the activities of other AISD departments and schools so as to eliminate duplicated effort and promote efficiency within the District. (SE, E)

STAFFING

18. DETERMINES STAFFING NEEDS

A. Determines the number and type of staff needed for optimal results within budget constraints. (SE, E)

19. SELECTS STAFF

A. Informs Personnel of all job openings. (SE, E)
B. Recruits, screens, and interviews applicants. (SE, E)
C. Thoroughly analyzes and validates data available on applicants. (SE, E)
D. Identifies applicants who demonstrate high levels of competency. (SE, E)

19. SELECTS STAFF (Continued)

E. Recommends choice for job vacancy to ORE Director. (SE, E)
F. Sends names of unsuccessful applicants to Personnel. (SE, E)

20. PROMOTES STAFF DEVELOPMENT

A. Provides training as needed to project staff and/or ORE staff throughout the year.
B. Ensures that new staff members receive a proper orientation to the project, the ORE office, and the District as a whole. (SE, E)
C. Prepares and presents inservice activities on evaluation topics to school personnel and central office administrators. (SE, E)
D. Assists staff members in making professional growth. (SE, E)

21. EVALUATES STAFF

A. Sets goals for staff improvement in consultation with the staff members. (SE, E)
B. Develops goals that are realistic and measurable.
C. Holds periodic reviews of performance with staff members and discusses strengths, weaknesses, and improvements. (SE, E)
D. Helps staff members develop professional improvement plans. (SE, E)
E. Completes annual evaluation forms for staff on time and according to prescribed procedures. (SE, E)

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Recommends staff for promotion/termination as appropriate. (SE, E)
B. Documents the performance of employees in contractual difficulty. (SE, E)
C. Assists in identifying and encouraging staff members to prepare for possible promotion. (SE, E)

23. INSPIRES/MOTIVATES STAFF

A. Recognizes and commends staff for outstanding performances. (SE, E)
B. Is interested in the staff and the opinions of staff members. (SE, E)
C. Capitalizes on the strong traits of staff members. (SE, E)
D. Notices improved behavior and praises accomplishments. (SE, E)
E. Meets with staff on a regular basis. (SE, E)
F. Involves the staff in decision making. (SE, E)
G. Informs the staff of professional growth opportunities. (SE, E)
H. Monitors and maintains job satisfaction of staff. (SE, E)
I. Provides written and/or oral feedback to staff members on the quality of their work. (SE, E)

24. ASSURES EFFECTIVE COMMUNICATION

A. Makes District rules and regulations available to staff. (SE, E)
B. Is accessible to staff. (SE, E)
C. Keeps communication channels open with staff, decision makers, and principals. (SE, E)
D. Gives feedback to immediate supervisor on current activities and potential problems.
E. Maintains pleasant and considerate relationships with other ORE staff members.
F. Perceives needs, concerns, and personal problems of staff members.
G. Deals effectively with people concerned with emotional issues.
H. Knows when and how to involve others in decision making.
I. Evaluates written communications critically.
J. Is tactful in dealing with persons from different backgrounds.
K. Resolves conflicts.
L. Knows what information to communicate and to whom.
M. Makes clear oral and media presentations.
N. Speaks and writes with appropriate language usage for different audiences.
O. Prepares materials in attractive and easy-to-read formats.
P. Answers correspondence and telephone messages.
Q. Seeks clarification of assignments when necessary.

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Consults ORE calendar and other ORE staff members to avoid data collection conflicts.
B. Takes advantage of the training and experiences of other ORE and AISD personnel.
C. Obtains the opinion of school staffs and other administrative personnel on issues of importance. (SE, E)
D. Obtains input from the Evaluation Advisory Committee with regard to specified evaluation activities. (SE, E)
E. Sends out documents for review by relevant AISD and ORE staff.
F. Obtains input from other research and evaluation organizations as appropriate. (SE, E)
G. Seeks the opinion of experts when making important decisions.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Manages and organizes all evaluation activities and staff in areas of assigned responsibility. (SE, E)
B. Supervises the activities of a number of evaluations. (SE)
C. Completes designs, interim reports, final technical reports, final report summary, and brochures for areas of responsibility. (SE, E)
D. Ensures originals for all important documents are stored in the ORE permanent files. (SE, E)
E. Prepares materials for storage and keeps an accurate inventory of warehouse items.
F. Details specifications for data processing jobs. (SE, E)
G. Supervises the handling of test materials from distribution to collection.
H. Supervises and/or carries out a continuous inventory of testing materials.
I. Creates reports based on test results and/or evaluation findings.
J. Develops measurement instruments. (SE, E)
K. Administers tests in accordance with designated procedures.
L. Conducts observations and interviews in accordance with designated procedures.
M. Completes assigned maintenance tasks.
N. Provides information or technical assistance to AISD personnel or parents upon request.
O. Serves on or coordinates various committees or projects when requested to do so.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY (Continued)

P. Acts as an effective liaison between ORE and school personnel.
Q. Maintains a professional appearance.
R. Completes state and federal applications and reports as necessary.

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Implements evaluation designs and uses the data to identify major positive findings and findings requiring action. (SE, E)
B. Collects accountability information on programs to assure compliance with TEA and federal standards. (SE, E)
C. Monitors the use of instruments to assess their continued adequacy. (SE, E)
D. Supervises staff completion of assigned tasks. (SE, E)
E. Monitors the administration of standardized tests.
F. Monitors data collection activities to ensure they are on schedule.

28. ESTABLISHES/ACHIEVES STANDARDS

A. Sets high standards of professional behavior by example.
B. Communicates high-level expectations to staff with regard to meeting set standards. (SE, E)
C. Sets realistic standards for work to be completed during the year. (SE, E)
D. Achieves in the activities attempted.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Suggests changes in instructional programs and policies on the basis of student achievement, observations, and other evaluation results. (SE, E)

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS (Continued)

B. When appropriate, informs relevant AISD personnel of failure to comply with District, state, and/or federal guidelines and regulations. (SE, E)
C. Changes evaluation activities as necessary during the course of the year to comply with guidelines or adjustments in the information needed.

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Writes clear and comprehensive reports and summaries.
B. Prepares tables and graphs that clearly display evaluation results.
C. Provides comprehensive documentation of the data collection and data analysis activities.
D. Prepares data for processing and/or data analysis (e.g., verifies data, prepares data formats, codes data, verifies coding, reviews data for idiosyncrasies before sending to keypunching, prepares and checks data files).
E. Supervises and/or conducts data analysis.
F. Reviews data analysis output for errors.
G. Prepares tests for scoring, scores, and verifies scoring.
H. Monitors absences of staff and ensures proper reports are submitted. (SE, E)

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Administers project budget. (SE, E)
B. Keeps accurate records of budget expenditures. (SE, E)
C. Monitors the inventory of materials and orders supplies as needed. (SE, E)
D. Prioritizes the use of funds. (SE, E)
E. Uses proper purchasing and bid procedures. (SE, E)
F. Follows District, state, and federal fiscal requirements. (SE, E)
G. Follows up on incomplete purchase orders within a reasonable amount of time. (SE, E)
H. Completes monthly budget report. (SE, E)
I. Operates within the approved budget for the project. (SE, E)

32. PROMOTES GOOD PUBLIC RELATIONS

A. Acts in a professional manner at all times.
B. Supports the philosophy and educational program of AISD.
C. Hears parent or AISD staff concerns and follows up if indicated.
D. Trains office staff in effective public relations. (SE, E)
E. Meets with various community and professional groups as needed. (SE, E)
F. Deals appropriately with news media representatives. (SE, E)
G. Understands the social, economic, and ethnic character of the community.
H. Communicates accurate information to the public.

TECHNICAL EXPERTISE

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL KNOWLEDGE

A. Develops evaluation designs which maximize the collection of valid and useful information. (SE, E)
B. Determines practical applications of local and national evaluation findings. Informs relevant AISD personnel of these practical applications. (SE, E)
C. Recognizes when a decision is required.
D. Acts quickly when necessary.
E. Makes practical decisions that reflect a realistic appraisal of ORE/District resources and personnel.
F. Anticipates difficulties and prepares for them.
G. Uses time and resources in an efficient manner to meet deadlines.

Assistant Director

PERSONAL QUALITIES

1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences or meetings with school personnel in a calm, professional manner.
C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem solving.
E. Is willing to listen to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Takes personal satisfaction in work and is self-motivated.
B. Is cooperative when it is necessary to take on extra duties.
C. Is well-prepared.
D. Is self-directed.
E. Has a desire to participate actively in events.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (educational, political, economic, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.
F. Exhibits interest in learning and acquiring new skills and information.
G. Is receptive to change and new ideas.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Is knowledgeable about federal, state, and AISD policies and regulations which affect the activities of the department.
B. Is knowledgeable about the activities of other AISD offices that will affect the operation of the department.
C. Uses all available and reliable sources to obtain information for decision making.
D. Keeps informed of School Board proceedings.
E. Reads professional literature and is knowledgeable about important theories, trends, practices, materials, etc.
F. Attends workshops and conferences to keep informed of new resources or techniques.
G. Assists principals or director in gathering needs assessment information.
H. Reviews professional personnel evaluation forms.

7. ANALYZES INFORMATION

A. Makes recommendations about activities or procedures on the basis of available information and in accordance with regulations or objectives.
B. Supervises or carries out data interpretation in an orderly and systematic fashion.
C. Considers and checks the validity and reliability of data before using.
D. Determines important elements of a problem situation.
E. Identifies and assesses alternative options in order to determine the best strategy for the situation.

8. ESTABLISHES/USES PRIORITIES

A. Is acquainted with the District priorities.
B. Assists in identifying meaningful and relevant priorities for the department.
C. Uses the priorities of the department in making decisions.

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, PROCEDURES)

A. Formulates policies and practices related to area of responsibility.
B. Interprets policies clearly and consistently.
C. Complies with relevant city, state, and/or federal regulations in area of assignment.

10. DESIGNS PLANS AND PROGRAMS

A. Formulates sequential plans of work to be accomplished during the school year.
B. Plans recruiting efforts.

11. DETERMINES RESOURCE REQUIREMENTS

A. Assesses the needs of the District with regard to the recruiting and hiring of teachers.
B. Works with principals to anticipate recruiting and hiring needs.

12. SEEKS RESOURCES

A. Seeks data related to the availability of appropriate teacher candidates.

13. PREPARES BUDGETS

A. Assists in the preparation of the departmental budget.

14. DISSEMINATES INFORMATION

A. Presents completed projects to the appropriate level for review.
B. Provides information or special reports to the superintendent or Board upon request.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Uses resources in an optimal fashion.
B. Deals effectively with a volume of paperwork and heavy demands on time.
C. Plans and conducts meetings that are organized and relevant for those in attendance.
D. Maintains a well-organized selection process for job applicants.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Clearly defines tasks of secretary.

17. COORDINATES ACTIVITIES AND TASKS

A. Attends general principals' meetings.
B. Attends departmental staff meetings (including instructional staff meetings).
C. Attends interdepartmental meetings as department representative and liaison.
D. Attends meetings for government-funded programs.
E. Coordinates staffing with appropriate principals, directors, and coordinators.
F. Plans annual calendar.

STAFFING

18. DETERMINES STAFFING NEEDS

A. Projects personnel needs, staffing levels, quotas, etc., and makes recommendations to directors and to assistant superintendents.

19. SELECTS STAFF

A. Recruits on college campuses.
B. Screens applicants for administrative, teaching, and teacher's aide positions.
C. Interviews and recommends applicants for positions.
D. Chairs interview committees for special positions as appropriate.
E. Maintains liaison with college professors.

20. PROMOTES STAFF DEVELOPMENT

A. Conducts staff orientation and inservice education as required.
B. Conducts coordinator and instructional team staff development and meetings when requested to do so.
C. Assists principals in developing professional improvement plans.

21. EVALUATES STAFF

A. Works with principals in the evaluation of professional personnel.
B. Visits schools and classrooms to assist in the evaluation of professional personnel.

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Participates in the promotion process.
B. Participates in the termination process.
C. Assists principals in contractual difficulty cases.

LEADING/IMPLEMENTING

23. INSPIRES/MOTIVATES STAFF

A. Encourages the professional growth of faculty.

24. ASSURES EFFECTIVE COMMUNICATION

A. Keeps communication channels open with campus and central office personnel.
B. Answers correspondence and telephone messages.
C. Provides feedback to immediate supervisor.

24. ASSURES EFFECTIVE COMMUNICATION (Continued)

D. Knows when and how to involve others in decision making.
E. Evaluates written communications critically.
F. Perceives needs, concerns, and personal problems of others.
G. Deals effectively with people concerned with emotional issues.
H. Is tactful in dealing with persons from different backgrounds.
I. Resolves conflicts.
J. Knows what information to communicate and to whom.
K. Makes clear oral presentations.
L. Speaks and writes with appropriate language usage for different audiences.
M. Acts as a liaison to MHMR or other community agencies as appropriate.

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Offers counsel to principals with regard to due process procedures, the interpretation of policy, and problems experienced with teachers.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Performs assigned tasks.
B. Is consistent in the application of policies and procedures.
C. Serves on or coordinates various projects, committees, consultation teams, or task forces for the District when requested to do so.
D. Substitutes for the director at cabinet or Board meetings upon request.
E. Answers all inquiries for employment.
F. Transfers staff members.
G. Supervises the work of secretary.
H. Recognizes when an individual/group requires direction.
I. Gets others involved in solving problems.
J. Guides a group to the accomplishment of a task.

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Maintains staffing in accordance with court orders and Board and administrative policy.
B. Conducts classroom observations to supervise the administration of the instructional program.

28. ESTABLISHES/ACHIEVES STANDARDS

A. Sets high standards of professional behavior by example.
B. Communicates high-level expectations with regard to meeting set standards.
C. Achieves in the activities attempted.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Recommends staffing changes to appropriate administrator in order to satisfy district policies.

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Maintains accurate and complete records on applicants and employees.
B. Completes other paperwork related to job responsibilities.
C. Prepares or oversees the preparation of reports.
D. Checks reports for accuracy.

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Monitors budget in area of responsibility.

32. PROMOTES GOOD PUBLIC RELATIONS

A. Acts in a professional manner at all times.
B. Hears parent or AISD staff concerns and follows up if indicated.
C. Meets with various community and professional groups as needed.
D. Deals appropriately with news media representatives.
E. Understands the social, economic, and ethnic character of the community.

TECHNICAL EXPERTISE

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL KNOWLEDGE

A. Recognizes when a decision is required.
B. Acts quickly when necessary.
C. Makes practical decisions that reflect a realistic appraisal of District resources and District personnel.
D. Anticipates difficulties and prepares for them.
E. Uses time and resources in an efficient manner to meet deadlines.

Director

PERSONAL QUALITIES

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1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

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2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences or meetings in a calm, professional manner.
C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

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3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem-solving.
E. Is willing to listen to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Takes personal satisfaction in work and is self-motivated.
B. Is cooperative when it is necessary to take on extra duties.
C. Is well-prepared.
D. Is self-directed.
E. Participates actively in events.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (educational, political, economic, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.
F. Is receptive to change and new ideas.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Is knowledgeable about federal, state, and AISD regulations which affect the activities of the department.
B. Is knowledgeable about the activities of other AISD offices that will affect the operation of the department.
C. Uses all available and reliable sources to obtain information for decision making.
D. Keeps informed of School Board proceedings.
E. Reads professional literature and is knowledgeable about important theories, trends, practices, materials, etc.
F. Uses interviews and questionnaires to obtain feedback from clients served.
G. Attends workshops and conferences on a local, state, and/or national level to keep informed about new resources or techniques.

7. ANALYZES INFORMATION

A. Makes recommendations about activities, procedures, or purchases on the basis of available information and in accordance with regulations or objectives.
B. Reviews the requests or proposals submitted to the department and responds appropriately.
C. Supervises or carries out data interpretation in an orderly and systematic fashion.
D. Considers and checks the validity and reliability of data before using.
E. Determines important elements of a problem situation.
F. Identifies and assesses alternative options in order to determine the best strategy for the situation.
G. Studies District memos and interprets policy as it applies to the department.

8. ESTABLISHES/USES PRIORITIES

A. Is acquainted with the District priorities.
B. Identifies meaningful and relevant priorities for the department.
C. Organizes the activities of the department so as to assist in meeting the District and the department priorities where possible.
D. Systematically ranks priorities in terms of importance, available resources, expense, and timing.
E. Uses the priorities of the department in making decisions.

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, PROCEDURES)

A. Determines departmental structure.
B. Plans and revises policy matters within the context of the Board's and superintendent's directives.
C. Interprets District policy related to the activities of the department.
D. Complies with relevant city, state, and/or federal regulations in area of assignment.
E. Keeps and uses a current handbook of District policies, plans, regulations, and procedures.
F. Writes policy statements in a manner which results in proper interpretation.

10. DESIGNS PLANS AND PROGRAMS

A. Supervises and/or conducts short- and long-term planning in the area of responsibility.

11. DETERMINES RESOURCE REQUIREMENTS

A. Determines the resources necessary for the proper operation of the department (furniture, equipment, supplies, travel funds, etc.).
B. Studies resource requirements and their availability before initiating or approving department additions.
C. Weighs resource requirements against potential benefits.

12. SEEKS RESOURCES

A. Supervises, requests, or carries out proposal writing when appropriate.
B. Seeks information concerning the availability of local, state, or national resources.
C. Seeks assistance from AISD central and campus administrators or local, state, and federal agencies when necessary.

13. PREPARES BUDGETS

A. Prepares a budget for the department which is realistic and in accordance with District, federal, and/or state goals and guidelines.
B. Reviews and approves tentative budgets for different staffs within the department.

14. DISSEMINATES INFORMATION

A. Presents completed projects to the appropriate level for review.
B. Disseminates information obtained by the department to those District personnel who would find the information useful.
C. Discusses the District and department priorities with staff.
D. Keeps staff informed of relevant programs and activities in the District.
E. When appropriate, disseminates information about department activities to the community.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Directs and monitors the work of assigned administrative, professional, and/or clerical staff.
B. Assigns the best available personnel to each task.
C. Uses resources in an optimal fashion.
D. Deals effectively with a volume of paperwork and heavy demands on time.
E. Conducts staff meetings that are organized and relevant for those in attendance.
F. Provides proper orientation for new staff members.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Delegation of tasks to subordinates is clear, such that staff members thoroughly understand their responsibilities.
B. Subordinates are given the support and authority necessary to carry out their delegated tasks.
C. Delegation occurs that is within the subordinate's ability to perform.
D. Subordinates are given feedback on delegated tasks.
E. Knows when delegation of tasks or responsibilities is appropriate.

17. COORDINATES ACTIVITIES AND TASKS

A. Coordinates the activities of the department with the activities of other departments so as to eliminate duplicated effort and promote efficiency.
B. Coordinates the activities within the department so as to eliminate duplicated effort and promote efficiency.
C. Where applicable, organizes the departmental activities so as to provide continuity of services.
D. Where applicable, coordinates the use of District resources with those provided by local, state, or national sources.

STAFFING

18. DETERMINES STAFFING NEEDS

A. Directs yearly staff analysis.
B. Determines departmental job descriptions.

19. SELECTS STAFF

A. Recruits personnel in accordance with District goals and policies.
B. Interviews, recommends, and hires personnel in an impartial manner.
C. Thoroughly analyzes and validates data available on applicants.
D. Discusses duties and responsibilities with new staff members prior to assignment.

20. PROMOTES STAFF DEVELOPMENT

A. Obtains input from staff members about their needs/desires before planning staff development.
B. Presents or supervises the inservice training provided within the department.

20. PROMOTES STAFF DEVELOPMENT (Continued)

C. Obtains feedback from participants about the effectiveness of the staff development activities offered within the department.
D. Assists staff members in making personal growth.

21. EVALUATES STAFF

A. Evaluates staff in accordance with the required procedures.
B. Meets evaluation deadlines.
C. Provides feedback to employees about the quality of their performances periodically during the year.

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Uses recommended procedures to terminate the employment of individuals not functioning in a satisfactory manner.
B. Assists personnel exhibiting outstanding performances in achieving promotions.

LEADING/IMPLEMENTING

23. INSPIRES/MOTIVATES STAFF

A. Publicly recognizes and commends staff for outstanding performances.
B. Is interested in the staff and the opinions of staff members.
C. Capitalizes on the strong traits of staff members.
D. Notices improved behavior and praises accomplishments.
E. Keeps staff informed about relevant state or national activities.
F. Meets with the staff on a regular basis.
G. Informs the staff of professional growth opportunities.
H. Involves the staff in decision making.

24. ASSURES EFFECTIVE COMMUNICATION

A. Makes District rules and regulations available to staff.
B. Is accessible to staff.
C. Keeps communication channels open with staff.
D. Answers correspondence and telephone messages.
E. Provides feedback to immediate supervisor.
F. Knows when and how to involve others in decision making.
G. Evaluates written communications critically.
H. Perceives needs, concerns, and personal problems of others.
I. Deals effectively with people concerned with emotional issues.
J. Is tactful in dealing with persons from different backgrounds.
K. Resolves conflicts.
L. Knows what information to communicate and to whom.
M. Makes clear oral presentations.
N. Speaks and writes with appropriate language usage for different audiences.

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Advises and consults with other AISD administrators who are affected by the work of the department.
B. Cooperates with other AISD departments in the performance of joint tasks.
C. Holds conferences with staff and individual staff members.
D. Provides technical assistance to groups or individuals in the District.
E. When appropriate, works with agencies on a local, state, regional, and/or national basis.
F. Seeks the opinion of experts when making important decisions.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Performs and/or delegates the responsibilities assigned to the department.
B. Is consistent in the application of policies and procedures.
C. Interprets and administers the policies related to payroll, leave, and vacation.
D. Coordinates and directs responsibilities related to maintenance and the upkeep of furniture and equipment.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY (Continued)

E. Recognizes when a group requires direction.
F. Gets others involved in solving problems.
G. Guides a group to the accomplishment of a task.
H. Serves on or coordinates various projects, committees, consultation teams, or task forces for the District when requested to do so.

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Supervises staff completion of assigned tasks.
B. Visits classrooms, schools, and/or offices where departmental activities are in operation.
C. Evaluates the effectiveness of the department in meeting its goals.

28. ESTABLISHES/ACHIEVES STANDARDS

A. Sets high standards of professional behavior by example.
B. Communicates high-level expectations to staff with regard to meeting set standards.
C. Achieves in the activities attempted.
D. Determines standards for the purchase of equipment and supplies.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Recommends appropriate personnel changes, based on information reported to the superintendent.
B. Responds to grievances and/or appeals of staff decisions.
C. Uses evaluation findings to improve department/program activities.
D. When appropriate, represents the department in "conflict resolution" sessions.

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Completes paperwork related to the operation of the department.
B. Supervises record keeping.
C. Prepares or oversees the preparation of District, state, and/or federal reports.
D. Checks reports for accuracy.
E. When appropriate, supplies accurate data for agencies or other departments.
F. Keeps concise, objective records, properly dated, regarding the evaluation of subordinates.

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Complies with all procedures required by the AISD Business Office.
B. Is knowledgeable of purchasing and bid procedures.
C. Checks on supply use and takes measures to insure appropriate use.
D. Recommends purchases.
E. Reviews and approves purchase requisitions from schools, or staffs/offices within the department.
F. Operates within the approved budget for the department.

32. PROMOTES GOOD PUBLIC RELATIONS

A. Supports the philosophy of the District.
B. Supports the educational program of AISD.
C. Acts in a professional manner at all times.
D. Hears parent or AISD staff concerns and follows up if indicated.
E. Trains office staff in effective public relations.
F. Meets with various community and professional groups as needed.
G. Receives inquiries from the general public for information or help and responds accordingly.
H. Deals appropriately with news media representatives.
I. Understands the social, economic, and ethnic character of the community.

TECHNICAL EXPERTISE

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL KNOWLEDGE

A. Recognizes when a decision is required.
B. Acts quickly when necessary.
C. Makes practical decisions that reflect a realistic appraisal of District resources and District personnel.
D. Anticipates difficulties and prepares for them.
E. Uses time and resources in an efficient manner to meet deadlines.

Assistant Superintendent

PERSONAL QUALITIES

1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences or meetings in a calm, professional manner.
C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem-solving.
E. Is willing to listen to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Takes personal satisfaction in work and is self-motivated.
B. Is cooperative when it is necessary to take on extra duties.
C. Is well-prepared.
D. Is self-directed.
E. Desires to participate actively in events.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (educational, political, economic, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.
F. Is receptive to change and new ideas.
G. Accepts responsibility for actions.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Visits schools to facilitate the programmatic supervision of the department.
B. Is knowledgeable about federal, state, and AISD regulations which affect the activities of the department.
C. Is knowledgeable about the activities of other AISD offices that will affect the operation of the department.
D. Uses all available and reliable sources to obtain information for decision making.
E. Reads professional literature and is knowledgeable about important theories, trends, practices, materials, etc.
F. Attends workshops and conferences on a local, state, and/or national level to keep informed about new resources or techniques.

6. GATHERS INFORMATION (Continued)

G. Seeks input from persons to be affected by decisions.
H. Determines the information necessary to analyze specific problems.

7. ANALYZES INFORMATION

A. Makes recommendations about activities, procedures, purchases, and District involvement on the basis of available information and in accordance with regulations or objectives.
B. Reviews the requests or proposals submitted to the department and responds appropriately.
C. Supervises or carries out data interpretation in an orderly and systematic fashion.
D. Considers and checks the validity of data before using.
E. Determines important elements of a problem situation.
F. Identifies and assesses alternative options in order to determine the best strategy for the situation.
G. Interprets AISD policy as it applies to the department.

8. ESTABLISHES/USES PRIORITIES

A. Is acquainted with the District priorities.
B. Organizes the activities of the department so as to assist in meeting the District priorities.
C. Uses the priorities of the department in making decisions.
D. Systematically ranks priorities in terms of importance, available resources, expense, and timing.

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, PROCEDURES)

A. Complies with relevant school district, city, state, and federal regulations in departmental activities.
B. Plans and revises policy matters within the context of the Board's and superintendent's directives.
C. Keeps and uses a current handbook of District policies, plans, regulations, and procedures.

10. DESIGNS PLANS AND PROGRAMS

A. Provides leadership and coordination of activities in the areas of educational planning and implementation, and curriculum design and development.

11. DETERMINES RESOURCE REQUIREMENTS

A. Determines the resources necessary for the proper operation of the department (furniture, equipment, supplies, travel funds, etc.).
B. Studies resource requirements and their availability before initiating or approving department additions.
C. Weighs resource requirements against potential benefits.

12. SEEKS RESOURCES

A. Cooperates with Federal and State Applications and Compliance in preparing and negotiating proposals with various state and federal agencies for externally funded projects.
B. Cooperates with Federal and State Applications and Compliance in seeking information concerning the availability of local, state, or national resources.
C. Seeks and/or relocates District resources to support the priorities of the District.

13. PREPARES BUDGETS

A. Reviews, critiques, and revises the budget for the department.
B. Assists in the preparation and review of the budget for the District.

14. DISSEMINATES INFORMATION

A. Ensures dissemination of information about the department's activities to teachers, parents, and other school administrators.
B. Presents completed projects to the appropriate level for review.
C. Discusses the District priorities with staff.
D. Keeps staff informed of relevant programs and activities in the District.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Directs and supervises the work performed by principals, directors, and clerical staff.
B. Assigns the best available personnel to each task.
C. Uses resources in an optimal fashion.
D. Deals effectively with a volume of paperwork and heavy demands on time.
E. Conducts staff meetings that are organized and relevant for those in attendance.
F. Arranges for and supervises the proper orientation of new principals.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Knows when delegation of tasks should occur.
B. Delegation of tasks to staff is clear, such that staff members thoroughly understand their responsibilities.
C. Staff members are given the support and authority necessary to carry out their delegated tasks.
D. Delegation occurs that is within the ability of the staff members to perform.
E. Staff members are given feedback on delegated tasks.

17. COORDINATES ACTIVITIES AND TASKS

A. Coordinates the activities of the department with the activities of other departments so as to eliminate duplicated effort and promote efficiency.
B. Coordinates the activities within the department so as to eliminate duplicated effort and promote efficiency.
C. Organizes departmental activities so as to provide continuity of services.
D. Coordinates the use of District resources with those provided by local, state, or national sources.

STAFFING

18. DETERMINES STAFFING NEEDS

A. Recommends to the associate superintendent for instruction the personnel needed to discharge the responsibilities of the department.

19. SELECTS STAFF

A. Assists in the assessment of applicants for campus administrative positions and makes recommendations for the staffing of campus positions to the associate superintendent of instruction.

20. PROMOTES STAFF DEVELOPMENT

A. Provides leadership and coordination of activities with regard to staff development for teachers and principals.
B. Prepares inservice sessions for programs within the division.
C. Obtains feedback from participants about the effectiveness of the inservice sessions offered within the department.

21. EVALUATES STAFF

A. Evaluates principals, directors, and clerical staff in accordance with the required procedures.
B. Meets evaluation deadlines.
C. Provides feedback to employees about the quality of their performances periodically during the year.

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Uses recommended procedures to terminate the employment of individuals not functioning in a satisfactory manner.
B. Assists personnel with outstanding performances in achieving promotions.

LEADING/IMPLEMENTING

23. INSPIRES/MOTIVATES STAFF

A. Publicly recognizes and commends staff for outstanding performances.
B. Is interested in the staff (administrative and clerical) and the opinions of staff members.
C. Capitalizes on the strong traits of staff members.
D. Notices improved behavior and praises accomplishments.
E. Keeps staff informed about relevant state or national activities.
F. Meets with the staff on a regular basis.
G. Informs the staff of professional growth opportunities.
H. Involves the staff in decision making.

24. ASSURES EFFECTIVE COMMUNICATION

A. Serves as a liaison with legislators, university and college representatives, ACC, City of Austin, and professional organizations.

24. ASSURES EFFECTIVE COMMUNICATION (Continued)

B. Makes District rules and regulations available to staff.
C. Is accessible to staff.
D. Keeps communication channels open with staff.
E. Answers correspondence and telephone messages.
F. Provides feedback to immediate supervisor.
G. Knows when and how to involve others in decision making.
H. Evaluates written communications critically.
I. Perceives needs, concerns, and personal problems of others.
J. Deals effectively with people concerned with emotional issues.
K. Is tactful in dealing with persons from different backgrounds.
L. Resolves conflicts.
M. Knows what information to communicate and to whom.
N. Makes clear oral presentations.
O. Speaks and writes with appropriate language usage for different audiences.
P. Communicates well in written work.

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Serves as a consultant on the instructional program to principals, directors, associate superintendent, and superintendent.
B. Serves as a consultant in determining and recommending instructional requirements and functions of school buildings.
C. Consults with and reports to Board members.
D. Attends advisory committee meetings for: compensatory education, bilingual education, ESAA, Teacher Corps, etc.
E. Acts as a consultant on department budget preparation.
F. Serves as an administrative consultant to legislature, universities, Austin Classified Personnel Association, AAPSA, AAT, and administrators' associations.
G. When appropriate, works with agencies on a local, state, regional, and/or national basis.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Provides leadership for the functions to be performed by directors and campus principals.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY (Continued)

B. Attends Board meetings and prepares such reports for the Board as the superintendent and the associate superintendent of instruction may request.
C. Serves as a member of the superintendent's cabinet.
D. Meets with principals on a regular basis.
E. Prepares agendas and chairs principals' meetings and other meetings as required.
F. Serves on or coordinates various projects, committees, consultation teams, or task forces for the District when requested to do so.
G. Is consistent in the application of policies and procedures.
H. Recognizes when a group requires direction.
I. Gets others involved in solving problems.
J. Guides a group to the accomplishment of a task.

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Evaluates the effectiveness and outcomes of instruction in the schools in cooperation with the schools and the Office of Research and Evaluation.
B. Monitors reporting procedures within the division.
C. Evaluates the effectiveness of the department in meeting its goals.
D. Monitors District compliance with federal, state, and local policies as well as procedures within the department.

28. ESTABLISHES/ACHIEVES STANDARDS

A. Sets high standards of professional behavior by example.
B. Communicates high-level expectations to staff with regard to meeting set standards.
C. Achieves in the activities attempted.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Serves as first appellate officer for grievances and/or student appeals.
B. Recommends appropriate personnel changes, based on information reported to the superintendent.
C. Uses evaluation findings to improve department activities.
D. Initiates action to resolve problems.

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Provides accurate data for the principals, superintendent, Board of Trustees, AISD attorney, EEOC, Human Relations, etc.
B. Completes paperwork related to the operation of the department.
C. Prepares or oversees the preparation of District, state, and/or federal reports.
D. Keeps concise records, properly dated, regarding the evaluation of staff members.

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Complies with all procedures required by the AISD Business Office.
B. Supervises the allocation of budgets from external funds.
C. Monitors the fiscal management of principals and directors.
D. Makes sound fiscal decisions.

32. PROMOTES GOOD PUBLIC RELATIONS

A. Ensures dissemination of information concerning the activities of the department to the Austin community as needed for the continued understanding and support of the schools as determined by the superintendent, the associate superintendent of instruction, or the Board.
B. Meets with parents, community leaders, civic groups, church groups, PTA, etc.

32. PROMOTES GOOD PUBLIC RELATIONS (Continued)

C. Answers inquiries from parents and the general public.
D. Communicates with the press.
E. Acts in a professional manner at all times.
F. Trains office staff in effective public relations.
G. Understands the social, economic, and ethnic character of the community.

TECHNICAL EXPERTISE

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL KNOWLEDGE

A. Recognizes when a decision is required.
B. Acts quickly when necessary.
C. Makes practical decisions that reflect a realistic appraisal of District resources and District personnel.
D. Anticipates difficulties and prepares for them.
E. Uses time and resources in an efficient manner to meet deadlines.

Associate Superintendent

Most of the task descriptions are applicable to both associate superintendents. The task descriptions that are limited in their applicability are marked with the following codes:

(Instruction) = Applicable only for the Associate Superintendent for Instruction

(Operations) = Applicable only for the Associate Superintendent for Operations

PERSONAL QUALITIES

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1. IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS

A. Absences have not interfered with carrying out the duties of the position.
B. Health has not interfered with carrying out the duties of the position.
C. Maintains an appropriate energy level on the job.

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2. EXHIBITS POISE AND SELF-CONTROL

A. Speaks with ease in front of a group.
B. Conducts conferences or meetings in a calm, professional manner.
C. Accepts positive criticism constructively.
D. Reacts calmly to crises in job-related situations.
E. Demonstrates an appropriate sense of humor.
F. Performs effectively under pressure and opposition.
G. Can think on feet.

3. USES COMMON SENSE/BEHAVES REALISTICALLY

A. Sets reasonable goals for self and others.
B. Adapts when unpredicted events or inconveniences occur.
C. Gathers information before reacting or making decisions.
D. Uses creative problem-solving.
E. Is willing to listen to other points of view.

4. SHOWS ENTHUSIASM FOR WORK

A. Takes personal satisfaction in work and is self-motivated.
B. Is cooperative when it is necessary to take on extra duties.
C. Is well-prepared.
D. Is self-directed.
E. Desires to participate actively in events.

5. PRESENTS AN EFFECTIVE ROLE MODEL

A. Meets responsibilities and obligations.
B. Is friendly and courteous.
C. Is competent to discuss a variety of subjects (educational, political, economic, etc.).
D. Possesses a well-rounded education.
E. Shows evidence of a philosophy of education.
F. Is receptive to change and new ideas.

ADMINISTRATIVE EFFECTIVENESS

PLANNING

6. GATHERS INFORMATION

A. Is knowledgeable about federal, state, and AISD regulations which affect the activities of the division.

6. GATHERS INFORMATION (Continued)

B. Uses all available and reliable sources to obtain information for decision making.
C. Reads professional literature and is knowledgeable about important theories, trends, practices, materials, etc.
D. Attends meetings, workshops, seminars, and other organizational meetings that relate to new techniques, practices, and procedures.
E. Has a thorough knowledge of the AISD curriculum and instructional practices. (Instruction)
F. Has a thorough knowledge of the compensatory education programs offered in the District. (Instruction)
G. Has a thorough knowledge of all operating/support areas of the District. (Operations)

7. ANALYZES INFORMATION

A. Makes recommendations about activities, procedures, purchases, and District involvement on the basis of available information and in accordance with regulations or objectives.
B. Reviews the requests or proposals submitted to the division and responds appropriately.
C. Supervises or carries out data interpretation in an orderly and systematic fashion.
D. Considers and checks the validity of data before using.
E. Determines important elements of a problem situation.
F. Identifies and assesses alternative options in order to determine the best strategy for the situation.
G. Interprets the programs, philosophy, and policies of the District for staff, students, and the community at large.

8. ESTABLISHES/USES PRIORITIES

A. Knows the District priorities.
B. Organizes the activities of the division so as to assist in meeting the District priorities.

9. ESTABLISHES/FOLLOWS POLICIES (RULES, REGULATIONS, PROCEDURES)

A. Complies with relevant city, state, and federal regulations.
B. Initiates and revises policy matters when appropriate.

10. DESIGNS PLANS AND PROGRAMS

A. Provides leadership and coordination of activities in the areas of educational planning and implementation, and curriculum design and development. (Instruction)
B. Plans the educational specifications for new elementary and secondary school buildings, and advises with regard to existing facilities, modifications, and renovations. (Instruction)
C. Provides leadership in the planning and coordination of activities for School Plant, Transportation, Finance, Central Services, Planning and Programming, Personnel, and Student Records and Reports. (Operations)
D. Plans new District facilities and oversees building repairs, modernization, and remodeling. (Operations)

11. DETERMINES RESOURCE REQUIREMENTS

A. Identifies short- and long-range resource requirements.
B. Studies resource requirements and their availability before initiating or approving additions.
C. Weighs resource benefits against potential benefits.
D. Assists in determining programs and services needed by the schools and makes appropriate recommendations. (Instruction)

12. SEEKS RESOURCES

A. Seeks information concerning the availability of local, state, or national resources.

13. PREPARES BUDGETS

A. Requests, supervises, and approves the annual budget allocated to the office.

14. DISSEMINATES INFORMATION

A. Ensures dissemination of information about areas of responsibility to relevant audiences.
B. Presents completed projects to the appropriate level for review.
C. Keeps staff informed of relevant programs, activities, and developments in the District, state, and/or nation.

ORGANIZING

15. STRUCTURES ACTIVITIES FOR EFFICIENT AND EFFECTIVE OUTCOMES

A. Assigns the best available personnel to each task.
B. Uses resources in an optimal fashion.
C. Deals effectively with a volume of paperwork and heavy demands on time.
D. Conducts staff meetings that are organized and relevant for those in attendance.

16. DELEGATES RESPONSIBILITY, AUTHORITY, AND RESOURCES

A. Knows when delegation of tasks should occur.
B. Delegation of tasks is clear, such that staff members thoroughly understand their responsibilities.
C. Staff members are given the support and authority necessary to carry out their delegated tasks.
D. Delegation occurs that is within the ability of the staff members to perform.
E. Staff members are given feedback on delegated tasks.

17. COORDINATES ACTIVITIES AND TASKS

A. Coordinates the activities within the division so as to eliminate duplicated effort and promote efficiency.

STAFFING

18. DETERMINES STAFFING NEEDS

A. Determines the personnel required to discharge the responsibilities of the division.

19. SELECTS STAFF

A. Assists in the assessment of applicants for positions within the division.

20. PROMOTES STAFF DEVELOPMENT

A. Provides leadership and coordination for planning and implementing staff development activities.

21. EVALUATES STAFF

A. Evaluates staff in accordance with the required procedures.
B. Meets evaluation deadlines.
C. Provides feedback to employees about the quality of their performances periodically during the year.

22. MAKES PROMOTION/TERMINATION DECISIONS

A. Uses recommended procedures to terminate the employment of individuals not functioning in a satisfactory manner.
B. Assists personnel with outstanding performances in achieving promotions.

LEADING/IMPLEMENTING

23. INSPIRES/MOTIVATES STAFF

A. Publicly recognizes and commends staff for outstanding performances.
B. Is interested in the staff (administrative and clerical) and the opinions of staff members.
C. Capitalizes on the strong traits of staff members.
D. Notices improved behavior and praises accomplishments.
E. Meets with the staff on a regular basis.
F. Informs the staff of professional growth opportunities.
G. Involves the staff in decision making.

24. ASSURES EFFECTIVE COMMUNICATION

A. Communicates the requirements and needs of the District as perceived by staff members to the superintendent.
B. Makes District rules and regulations available to staff.
C. Is accessible to staff.
D. Keeps communication channels open with staff.
E. Answers correspondence and telephone messages.
F. Provides feedback to superintendent.
G. Knows when and how to involve others in decision making.
H. Evaluates written communications critically.
I. Perceives needs, concerns, and personal problems of others.
J. Deals effectively with people concerned with emotional issues.
K. Is tactful in dealing with persons from different backgrounds.
L. Resolves conflicts.
M. Knows what information to communicate and to whom.
N. Makes clear oral presentations.
O. Speaks and writes with appropriate language usage for different audiences.

25. CONSULTS WITH OTHERS ON AREAS OF RESPONSIBILITY

A. Provides recurring guidance and consultation to the Board of Trustees, the superintendent, school principals, and the public. On a less frequent basis consults with legislators, the Texas Education Agency, representatives from the media, and various employees groups.
B. Meets with other District personnel to seek solutions to their concerns.

26. CARRIES OUT ACTIVITIES IN AREAS OF RESPONSIBILITY

A. Serves on the superintendent's cabinet.
B. Reports on the status of assigned areas of responsibility at the request of the superintendent.
C. Attends Board meetings.
D. Prepares special reports and analyses for the superintendent and Board as requested or scheduled.
E. Confers with and represents the District in meetings with various employee groups.
F. Serves on or coordinates various projects, committees, consultation teams, or task forces for the District when requested to do so.
G. Is consistent in the application of policies and procedures.
H. Recognizes when a group requires direction.
I. Gets others involved in solving problems.
J. Guides a group to the accomplishment of a task.
K. Supervises the Departments of Elementary and Secondary Education and related services. Supervises directly the assistant superintendents of elementary and secondary education and directors and supervisors/coordinators who report to the associate superintendent for instruction. (Instruction)
L. Establishes necessary procedures for referral and cooperative planning with local and state agencies offering services to children. (Instruction)
M. Administers, directs, and provides leadership to the School Plant, Transportation, Finance, Central Services, Planning and Programming, Personnel, and Student Records and Reports Departments. Provides direct supervision for the directors of these departments as well as their subordinates. (Operations)
N. Purchases and acquires insurance on school properties and equipment, and implements other procedures to safeguard and account for District property. (Operations)

27. EVALUATES/MONITORS IN AREAS OF RESPONSIBILITY

A. Evaluates the efficiency and effectiveness of assigned departments in meeting their goals.
B. Visits schools, offices, construction sites, and/or other facilities where assigned activities are being conducted.
C. Monitors reporting procedures within the division.

28. ESTABLISHES/ACHIEVES STANDARDS

A. Sets high standards of professional behavior by example.
B. Communicates high-level expectations to staff with regard to meeting established standards.
C. Achieves in the activities attempted.

29. TAKES CORRECTIVE ACTIONS REGARDING PEOPLE AND PROGRAMS

A. Hears grievances and/or student appeals.
B. Recommends appropriate personnel changes based on information reported to the superintendent.
C. Uses evaluation findings to improve assigned areas of responsibility. (Instruction)

30. ASSURES ACCURATE AND UP-TO-DATE RECORDS AND REPORTS

A. Completes paperwork related to the operation of the division.
B. Prepares or oversees the preparation of District, state, and/or federal reports.
C. Checks reports for accuracy.
D. Keeps concise records, properly dated, regarding the evaluation of staff members.

31. ASSURES FISCAL RESPONSIBILITY IN AREAS OF RESPONSIBILITY

A. Complies with all AISD fiscal policies.
B. Supervises the budgets of assigned departments.

32. PROMOTES GOOD PUBLIC RELATIONS

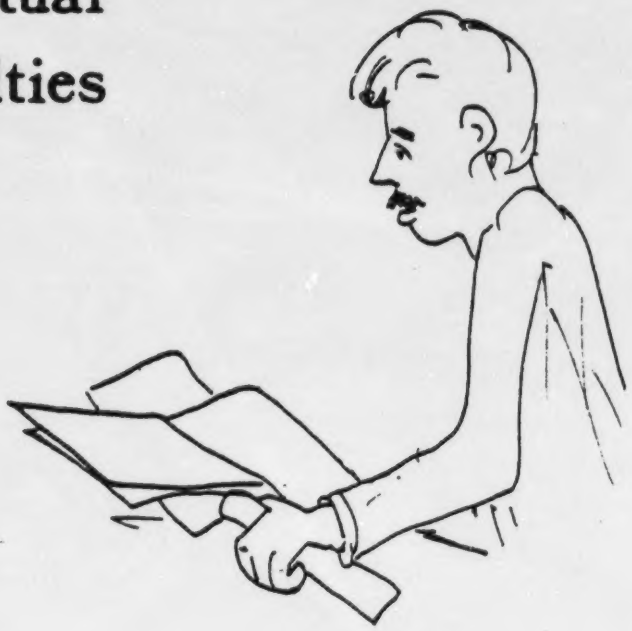
A. Ensures dissemination of information concerning the activities of the division to the Austin community as needed for the continued understanding and support of the AISD system.
B. Initiates and maintains contact with social, professional, civic, volunteer, parent, and other community agencies and groups having an interest in the schools.
C. Answers inquiries from parents and the general public.
D. Meets with media representatives and provides public information about area of assignment.
E. Acts in a professional manner at all times.
F. Trains office staff in effective public relations.
G. Understands the social, economic, and ethnic character of the community.

TECHNICAL EXPERTISE

33. DEMONSTRATES PRACTICAL APPLICATION OF TECHNICAL KNOWLEDGE

A. Recognizes when a decision is required.
B. Acts quickly when necessary.
C. Makes practical decisions that reflect a realistic appraisal of District resources and District personnel.
D. Anticipates difficulties and prepares for them.
E. Uses time and resources in an efficient manner to meet deadlines.

Contractual Difficulties



This section lists five steps to follow in providing due process for administrators who are in contractual difficulty. The steps are:

- IDENTIFY THE CONCERN
- INVESTIGATE THE CONCERN
- DEVELOP A COMPETENCY IMPROVEMENT PLAN
- MONITOR PROGRESS
- OBSERVE TIME LINES

STEP ONE

Identify the Concern

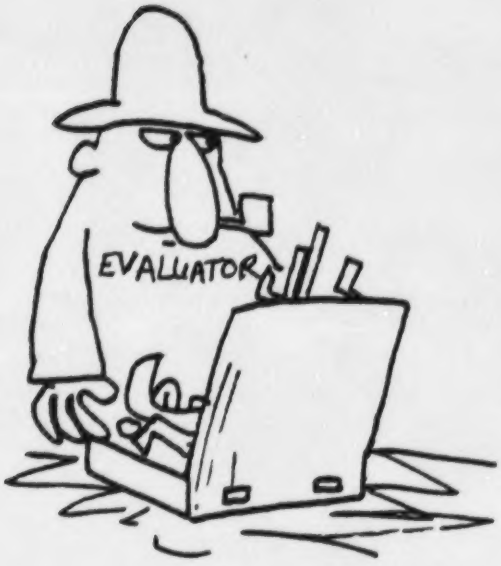
There are many ways in which concerns about an evaluatee's performance can be identified. These include:

- Direct observation by the evaluator.
- Consistent and/or serious teacher complaints.
- Consistent and/or serious parent complaints.
- Consistent and/or serious complaints by professionals or administrators who interact with the evaluatee.
- Failure to comply with administrative directives.

Other sources of information may be considered if the evaluator feels they are appropriate. However, no contractual action can be taken on the basis of information from one source. Information from a single source is simply an indication that a problem may exist. It then becomes the evaluator's responsibility (or that of an assigned delegate) to investigate the concern further.

STEP TWO

Investigate the Concern



Often the first step in an investigation is to communicate with the people involved. This might include teachers, parents, or other professional and administrative staff, and could be accomplished by telephone conversations, conferences, or written reports. Communicating with those concerned helps the evaluator clarify the issue, assess the severity of the situation, and decide what to do next.

If the concern is about inappropriate behavior in an isolated incident, it may be best to investigate the issue in a conference with the evaluatee. A conference with the evaluatee allows the evaluator to see the situation from the evaluatee's perspective, and may help the evaluator understand the behavior which occurred. If, however, the concern is about consistent on-the-job behavior, it becomes imperative for the evaluator to visit the work site.

During on-site visits, the evaluator may investigate the evaluatee's job performance in a number of areas. The following are some activities that can be conducted and substantiated with data:

- Observation of interaction with staff, students/clients, or others.
- Interviews with staff, clients, parents, or others.
- Securing written, signed statements from staff, clients, parents, or others.
- Examination of attendance record.
- Review of bulletins/memoranda written by the evaluatee.
- Review of evaluation forms the evaluatee has completed for subordinates.
- Observation of staff meetings.
- Review of staff development plans.
- Observation of office procedures.
- Observation of physical plant and grounds (if appropriate).
- Review of long and short-range planning (daily calendar).
- Observation of telephone use.
- Review of financial reports.

To facilitate the investigation the evaluator may wish to develop a checklist utilizing the items written above, or listing the duties and responsibilities shown on the task descriptions for the evaluatee's position.

Data collection should continue until the evaluator has a thorough understanding of the issue in question.

Once the data collection is complete, a conference should be conducted with the evaluatee. During the conference the evaluatee should be given the opportunity to review the data and respond.

If the evaluator believes a problem exists, the evaluator must identify the specific problem for the evaluatee and allow the evaluatee to comment. A written memorandum must be developed to document:

- the data collection findings.
- the specific problem(s) with the evaluatee's performance.
- the occurrence of the conference in which the problem(s) were communicated to the evaluatee.

STEP THREE

Develop a Competency Improvement Plan

After the problem has been identified and documented, the evaluator must provide assistance to the evaluatee.

A Competency Improvement Plan should be developed for resolving the problems. The evaluatee should be involved in the formation of the plan but the evaluator is responsible for approving the final plan. The standard form for a Competency Improvement Plan is provided in Attachment E.

The plan should outline activities to deal with each problem. Input from various sources is appropriate in outlining the improvement activities. For example, instructional coordinators could be involved in planning activities in the content areas.

In planning the improvement activities, advantage should be taken of the resource and support services available within the District.

Inservice training is offered through AISD and the Region XIII Educational Service Center, and university course work is available when appropriate.

A bibliography of resource materials can also be found in the section of this handbook entitled "Resources."

The evaluatee should be asked to sign the improvement plan.

If the evaluatee is unwilling to sign the plan, it is vital that the evaluatee is shown the plan and is made aware of its contents. As long as this is done, the evaluator should watch for improvements in the areas mentioned in the plan whether the evaluatee signs the form or not.

Once the plan for improvement has been developed, it is the evaluatee's responsibility to follow through with the plan. The evaluator should facilitate the activities by doing such things as requesting leave for workshops, being available for conferences, helping when necessary, etc.

STEP FOUR

Monitor Progress

Periodic observations of the evaluatee's job performance should begin as soon as the problem is identified and should continue until the final contract recommendation is made.

The evaluator should observe the job performance of the evaluatee on at least two occasions. Each visit should be followed by a conference with the evaluatee and a written report which documents the evaluatee's status with regard to the improvement activities. The evaluatee should receive a copy of each observation report.

STEP FIVE

Observe the Time Lines in the Contract Regulations

The contract regulations state specific time lines for making recommendations on the evaluatee's contract status. <u>These time lines must be observed.</u> The time lines are provided in the "Required Procedures" section of this handbook. Attachment F is a checklist which can be used to help an evaluator meet the time lines.

Summary

The five steps described in this section need to be followed to comply with State law and AISD policy. A few guidelines are important:

- It is important to observe the evaluatee's on-the-job performance in the actual work setting.
- It is critical to clearly communicate concerns to the evaluatee.
- Written records must be made of observations and conferences with the evaluatee, and copies must be given to the evaluatee.
- The evaluator is responsible for seeing that the evaluatee receives assistance.
- Time lines must be observed.

The best guideline is to ask the question, "Have I been fair?"

If the procedures outlined in this section are followed, the legal requirements will be met.

With all the responsibilities placed on the evaluator, it is important to know that help is available. The Department of Staff Personnel is available to advise evaluators on appropriate procedures.

Resources

This section identifies resources in the AISD Professional Library which can provide practical assistance to administrators in the improvement of job performance.

The items are organized according to the general categories on the Administrator Evaluation Form. These include:

PERSONAL QUALITIES

ADMINISTRATIVE EFFECTIVENESS

- PLANNING
- ORGANIZING
- STAFFING
- LEADING/IMPLEMENTING

PERSONAL QUALITIES

131
LIV
CASSETTES

Olson, Ken. Living with stress successfully.

158
CON
CASSETTES

Fitzwater, Ivan W. Conquering stress and tension.

SOUND
FILMSTRIP
158
MAN

Managing stress anxiety and frustration.

613.7
KEN
CASSETTES

Success without stress.

658.3
DEA
CASSETTES

Dealing with job-related stress.

PLANNING

371.2
AME — AASA critical issues reports.
How schools can save money.
School energy crisis.
Keeping students in school.

371.2
HEN — Hentschke, Guilbert C. Management operations in education.

371.2
LEW — Lewis, James. School management by objectives.

371.2
STO — Stoops, E. Handbook of educational administration; a guide for the practitioner.

373.1
SER — Sergiovanni, T. J. Handbook for effective department leadership; concepts and practices in today's secondary schools.

379
AME
KIT — Cost of decline; a slide/tape presentation designed to assist in developing understanding of the causes of public school operating cost increases during periods of enrollment decline.

379
BEL — Bell, Terrel Howard. A performance accountability system for school administrators. (PRINCIPALS)

379
ELE — Elementary school evaluation kit; needs assessment.

379.1
GAR — Garms, Walter. School finance; the economics and politics of public education.

379
HAG — Haggart, Sue A. Program budgeting for school district planning.

379.1
NEA — Neale, Daniel. Strategies for school improvement; co-operative planning and organization development.

658.4
EFF
VIDEO
CASSETTES — The effective executive.

658.4
HUG — Hughes, Charles L. Goal setting: key to individual and organizational effectiveness.

658.4
MAN
KIT — Management by objectives and results.

STAFFING

158
INT
SOUND
FILMSTRIPS

Interviewing skills.

658.3
MAN
CASSETTES

Management assessment centers.

658.1
INF

Information Science. How to eliminate discriminatory practices.

658.4
EFF
VIDEO
CASSETTE

Staffing for strength
in
The effective executive.

371.1
DIL

Dillon-Peterson, B. Staff development/organization development.

371.1
HAR

Harris, Ben. Improving staff performance through in-service education.

371.1
LIE

Lieberman, A. Staff development; new demands, new realities, new perspectives.

371.1 SCH — Schiffer, J. School renewal through staff development.

371.1 GOL — Goldbammer, R. Clinical supervision; special methods for the supervision of teachers. 2nd ed.

371.1 HYM — Hyman, R.T. School administrator's handbook of teacher supervision and evaluation methods.

371.1 LEW — Lewis, James Jr. Appraising teacher performance.

658.3 PER CASSETTES — Morrisey, George L. Performance appraisal instruction kit.

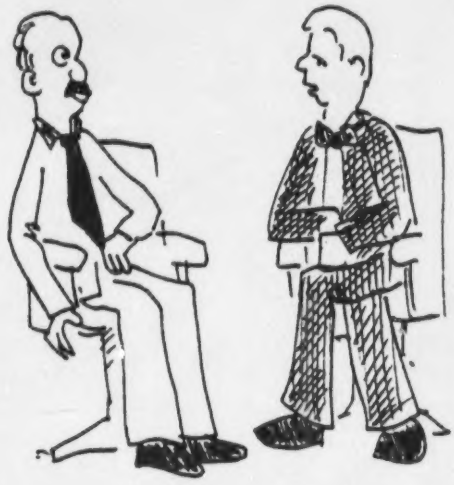
658.3 DUN — Dunn, Rita and Kenneth. Administrators guide to new programs for faculty management and evaluation.

371.2 HEI — Heidelbach, Ruth. Developing supervisory practice.

658.3 MAG — Mager, Robert F. Analyzing performance problems or "they really oughta wanna."

658.4 HUM SOUND FILMSTRIPS — Human side of management.

659.3 HAR — Harris, Ben M. Personnel administration in education; leadership for instructional improvement.



ORGANIZING

131
LAK
Lakein, Alan. How to get control of your time and your life.

Lakein's ideas have been presented in a variety of forms. None are as clear or helpful as the book.

131
LAK
CASSETTE
How to get control of your life.

650
TIM
VIDEO
CASSETTE
or
FILM
The time of your life.

658.5
PER
VIDEO
CASSETTE
A perfectly normal day.

658.5
TEA
VIDEO
CASSETTE
A team of two. (USING SECRETARY)

658
MAK
CASSETTES
Making the most of your time on the job.

658.4
EFF
VIDEO
CASSETTE
Managing time in The effective executive.

658.4
MAC
Mackenzie, R. Alex. The time trap; managing your way out.

658.4
MAC

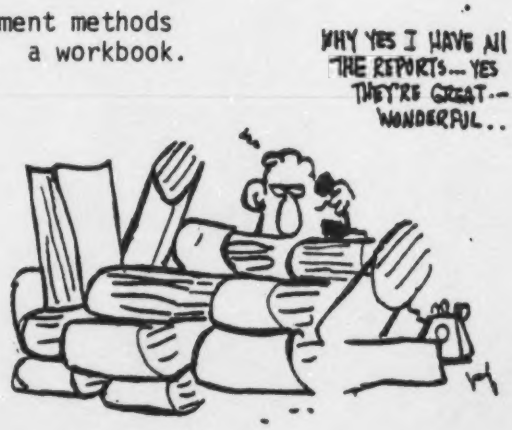
_____. New time management methods for you and your staff; a workbook.

658.4
TIM
SOUND
FILMSTRIP

Time management training program.

658.5
FIT

Fitzwater, Joan W. Finding time for success and happiness through time management.



658.5
TIM
CASSETTE

_____. The time of your life -- how to make the most of it.

370.11
BRO

Brown, Duane. Consultation strategy for improving education.

371.2
STO

Stoops, E. Handbook of educational administration; a guide for the practitioner.

373.1
SER

Sergiovanni, T. J. Handbook for effective department leadership; concepts and practices in today's secondary schools.

379.1
NEA

Neale, Daniel. Strategies for school improvement; co-operative planning and organization development.

658.4
EXE
CASSETTES

Executive seminars in sound.

651
GRO

Grossman, Lee. Fat paper diets for trimming paperwork.

658.4
LOE

Loen, Raymond O. Manage more by doing less.

658.4
ODI

Odiorne, George S. Management and the activity trap.

LEADING/IMPLEMENTING

371.2
GIA — Giammatteo, Michael. Forces on leadership.

371.2
PRI
KIT — The principal game: discover yourself as a leader. (ELEMENTARY -- SIMULATION GAME)

658.3
MAN
AUDIO
CASSETTES — Management by subjectives. (MANAGEMENT STYLE)

153.4
PRO
KIT — The problem solving school.

158
MAN
VIDEO
CASSETTE — Managing conflict; how to make conflict work for you.

371.2
JEN — Jentz, Barry. Leadership and learning; personal change in a professional setting. (INTERPERSONAL CONFLICT IN ELEMENTARY SCHOOL)

658.31
WAL — Walton, R. E. Interpersonal peacemaking; confrontations and third party consultations.

658.4
LIK
Likert, Rensis. New ways of managing conflict.

309.2
VAN
Van Maanen, J. The process of program evaluation; a guide for managers.

VIDEO
CASSETTE
371
RES
ASCD. Restoring confidence in our schools.

371.1
CRA
Craft, M. C. Linking home and school. 3rd ed.

371.1
GLI
Glickman, Carl. Leadership guide for elementary school improvement. New ed.

371.1
NET
Netzer, Lanore. Strategies for instructional management. New ed.

371.2
CLI
CASSETTES
or
VIDEO
CASSETTES
Climate for learning; evaluation component.

375
CLI
KIT
Climate for learning; curriculum component.

371.2
FOX
Fox, Robert S. School climate improvement: a challenge to the school administrator.

371.2
HAR
Harris, Ben M. Supervisory behavior in education. (INSTRUCTIONAL COORDINATOR)

371.2
KEL
Kelley, E. A. Improving school climate; leadership techniques for educators.

371.2
STO
Stoops, Emery. Handbook of educational supervision; a guide for the practitioner. 2nd ed.

371.2 ORG SOUND SLIDES (in 2 boxes) — Organization development; building human systems.

371.2 SUP — AASA. Superintendent career development series. (6 PAMPHLETS)

373.1 BAI — Bailey, William J. Managing self-renewal in secondary education.

370.7 GOO — Good, Carter V. Essentials of educational research. 2nd ed. (EVALUATORS)

379 AND — Encyclopedia of educational evaluation; concepts and techniques for evaluating education and training programs. (EVALUATORS)

379 ROB — Roberson, E. Wayne, ed. Educational accountability through evaluation. (EVALUATORS)

379 BOR — Borich, Gary D. Evaluating educational programs and products. (EVALUATORS)

379 WAL — Walberg, Herbert J. Evaluating educational performance; a sourcebook of methods, instruments, and examples. (EVALUATORS)

379 KNE — Knezevich, Stephen J. Administration of public education.

379 REU — Reutter, E. Edmund. Schools and the law.

658.3 ALM KIT — Almost everything you ever wanted to know about motivating people, or Maslow's hierarchy of needs.

658.3 SUP CASSETTES — Odiorne, G.S. Supervisory skills.

658.3I
THI
This, L. E. A guide to effective management: practical applications from behavioral science.

658.4
CRI
Cribbin, James J. Leadership: strategies for organizational effectiveness.

658.4
DRU
Drucker, Peter F. The effective executive.

658.4
DYE
Dyer, William G. Team building: issues and alternatives.

658.4
EXE
CASSETTES
or
WORKBOOKS
Executive skills.

658.4
FRA
Francis, Dave. People at work; a practical guide to organizational change.

658.4
GOL
Golde, Roger A. Muddling through; the art of proper unbusinesslike management.

727
ZEI
Stopping school property damage; design and administrative guidelines to reduce school vandalism.

301.11
GRO
KIT
Group processes.

371.1
DAV
Davis, L. N. Planning, conducting and evaluating workshops.

371.2
GOL
Goldstein, W. Successful school communications: a manual and guide for administrators.

658.4
CON
SOUND
FILMSTRIP
Conference leading skills.

658.4
BRA
Bradford, Leland P. Making meetings work; a guide for leaders and group members.

658.4
MON
CASSETTES
Montgomery, Robert L. Effective speaking for managers.

658.4
THI
This, Leslie E. The small meeting planner.

808
MAG
Mager, Nathan H. Power writing, power speaking: 200 ways to make your words count.

808
ZIN
Zinnser, W. K. On writing well; an informal guide to writing non-fiction. 2nd ed.

808.5
APP
VIDEO
CASSETTE
Applause! (SPEECH MAKING)

808.5
COM
Communicating successfully. (SPEECH MAKING)

808.53
HYM
Hyman, R. T. Improving discussion leadership.

372.1
ELE
SOUND
FILMSTRIP
Elementary school public relations tool kit.

659.2
YOU
Your public is listening. (SCHOOL PUBLIC RELATIONS)

AUSTIN INDEPENDENT SCHOOL DISTRICT

ADMINISTRATOR EVALUATION FORM 19[ ][ ]

LAST NAME [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] FIRST NAME [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] M.I. [ ]

SOCIAL SECURITY NUMBER [ ][ ][ ][ ][ ][ ][ ][ ] POSITION _____ SCHOOL CODE [ ][ ][ ]

SCHOOL/LOCATION _____

Circle the appropriate status below:

PRESENT CONTRACT STATUS-Probationary/Term: 1P1 1P2 1P3 1P4 P1 3 2 1 1R 2R

PRESENT EVALUATION STATUS-Grant Contract: 1G1 1G2 1G3 3GT 2GT 1GT 1GR 2GR

Directions:
The following statements describe the administrator who achieves success. Based on performance information, estimate the administrator's effectiveness in meeting each criterion. Circle the number below the descriptor which most closely fits the situation. After reviewing the ratings, the administrator may check the last column if there is disagreement.

COMPETENCIES	INSUFFICIENT INFORMATION	OUTSTANDING	STRONG	GOOD/EXPECTED	MINIMALLY ACCEPTABLE	UNACCEPTABLE	NOT APPLICABLE	EVALUATEE DISAGREES
PERSONAL QUALITIES								
1. Is physically capable of performing assigned tasks.	X	5	4	3	2	1	0	
2. Exhibits poise and self-control.	X	5	4	3	2	1	0	
3. Uses common sense/behaves realistically.	X	5	4	3	2	1	0	
4. Shows enthusiasm for work.	X	5	4	3	2	1	0	
5. Presents an effective role model.	X	5	4	3	2	1	0	
ADMINISTRATIVE EFFECTIVENESS								
Planning								
6. Gathers information.	X	5	4	3	2	1	0	
7. Analyzes information.	X	5	4	3	2	1	0	
8. Establishes/uses priorities.	X	5	4	3	2	1	0	
9. Establishes/follows policies (rules, regulations, and procedures).	X	5	4	3	2	1	0	
10. Designs plans and programs.	X	5	4	3	2	1	0	
11. Determines resource requirements.	X	5	4	3	2	1	0	
12. Seeks resources.	X	5	4	3	2	1	0	
13. Prepares budget(s).	X	5	4	3	2	1	0	
14. Disseminates information.	X	5	4	3	2	1	0	
Organizing								
15. Structures activities for efficient and effective outcomes.	X	5	4	3	2	1	0	
16. Delegates responsibility, authority, and resources.	X	5	4	3	2	1	0	
17. Coordinates activities and tasks.	X	5	4	3	2	1	0	
Staffing								
18. Determines staffing needs.	X	5	4	3	2	1	0	
19. Selects staff.	X	5	4	3	2	1	0	
20. Promotes staff development.	X	5	4	3	2	1	0	
21. Evaluates staff.	X	5	4	3	2	1	0	
22. Makes promotion/termination decisions.	X	5	4	3	2	1	0	
Leading/Implementing								
23. Inspires/motivates staff.	X	5	4	3	2	1	0	
24. Assures effective communication.	X	5	4	3	2	1	0	
25. Consults with others on area(s) of responsibility.	X	5	4	3	2	1	0	
26. Carries out activities in areas of responsibility.	X	5	4	3	2	1	0	
27. Evaluates/monitors in area(s) of responsibility.	X	5	4	3	2	1	0	
28. Establishes/achieves standards.	X	5	4	3	2	1	0	
29. Takes corrective action(s) regarding people and programs.	X	5	4	3	2	1	0	
30. Assures accurate and up-to-date records and reports.	X	5	4	3	2	1	0	
31. Assures fiscal responsibility in area(s) of responsibility.	X	5	4	3	2	1	0	
32. Promotes good public relations.	X	5	4	3	2	1	0	
Technical Expertise								
33. Demonstrates practical application of technical knowledge.	X	5	4	3	2	1	0	
STUDENT OUTCOMES								
The purpose of the District is to foster the growth and development of students. Therefore, student outcomes are among the prime factors on which the administrator should be evaluated.								
A. Demonstrates that student learning is taking place.	X	5	4	3	2	1	0	
B. Demonstrates students are attending school and are in their proper classes.	X	5	4	3	2	1	0	
C. Demonstrates effective use of the discipline policy.	X	5	4	3	2	1	0	

GENERAL EVALUATION STATEMENT: Summary statement about overall performance, including statements on unusual strengths and/or weaknesses.

EVALUATEE'S COMMENTS: Summary statement of disagreement with any of the performance ratings.

I have read this evaluation, and after a conference with my evaluator about it, I have received a copy of the completed evaluation instrument.

SIGNATURE OF EVALUATEE: _____ DATE: _____

EVALUATOR"S RECOMMENDATION: REMARKS:

SIGNATURE OF EVALUATOR: _____ DATE: _____

Attachment B

AUSTIN INDEPENDENT SCHOOL DISTRICT
NEW ADMINISTRATIVE PERSONNEL EVALUATION FORM

19☐☐

LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

FIRST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

M.I ☐

SOCIAL SECURITY NUMBER ☐☐☐☐☐☐☐☐☐

POSITION _____

SCHOOL/LOCATION _____

SCHOOL CODE ☐☐☐

Directions:

The following statements describe the administrator who achieves success. Based on performance information, estimate the administrator's effectiveness in meeting each criterion. Circle the number below the descriptor which most closely fits the situation. After reviewing the ratings, the administrator may check the last column if there is disagreement.

COMPETENCIES	Insufficient Information	Outstanding	Strong	Good/Expected	Minimally Acceptable	Unacceptable	Not Applicable	Evaluatee Disagrees	SUPPORTING COMMENTS OR DATA
I. PERSONAL QUALITIES- Is physically capable; exhibits poise; behaves realistically; is enthusiastic; is an effective role model.	X	5	4	3	2	1	0		
II. PLANNING- Gathers and analyzes information; establishes and follows priorities and policies; designs plans and programs; seeks resources; assesses resource requirements; prepares budgets; disseminates information.	X	5	4	3	2	1	0		
III. ORGANIZING- Structures activities for effective outcomes; delegates responsibility; coordinates tasks.	X	5	4	3	2	1	0		
IV. STAFFING- Determines staffing needs; selects staff; promotes staff development; makes evaluation decisions.	X	5	4	3	2	1	0		
V. LEADING/IMPLEMENTING- Motivates staff; assures effective communication; meets responsibilities; monitors area of assignment; takes corrective actions when necessary; assures accurate records and reports; promotes good public relations.	X	5	4	3	2	1	0		
VI. TECHNICAL EXPERTISE- Demonstrates practical application of information.	X	5	4	3	2	1	0		

Evaluator's statement of Evaluatee's strengths:

Evaluator's statement of what Evaluatee needs to do to improve:

I have read this evaluation and have had a conference with my immediate supervisor concerning it. I have received a copy of the completed evaluation form.

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

Attachment C

PERSONAL GOAL FORM

NAME : _____ CURRENT YEAR : _____

SOCIAL SECURITY NUMBER : _____ CURRENT CONTRACT/ EVALUATION STATUS : _____

I. GOAL ASSESSMENT: On the basis of performance information, assess the attainment of each goal using the following ratings: 5 = Outstanding; 4 = Strong; 3 = Good/Expected; 2 = Minimally Acceptable; 1 = Unacceptable.

	GOALS	RATING
1.		_____
2.		_____
3.		_____

II. GOAL DEVELOPMENT: Identify Personal Goals for the upcoming year.

1.

2.

3.

Evaluator's Comments:

Evaluatee's Comments:

Signatures:

Evaluator _____ Evaluatee _____ Date _____

AUSTIN INDEPENDENT SCHOOL DISTRICT

Teacher Input Form
I

SCHOOL: _____

PRINCIPAL: _____ _____DATE

Directions:
The following statements describe the administrator who achieves success. Based on performance information, estimate the administrator's effectiveness in meeting each criterion. Check the box below the descriptor which most closely fits the situation.

TASK DESCRIPTIONS	OUTSTANDING	STRONG	GOOD/EXPECTED	MINIMALLY ACCEPTABLE	UNACCEPTABLE	NOT APPLICABLE
PERSONAL QUALITIES						
1.A. Absences have not interfered with carrying out the duties of the position.	5	4	3	2	1	0
1.B. Health has not interfered with carrying out duties of the position.	5	4	3	2	1	0
1.C. Maintains an appropriate energy level on job.	5	4	3	2	1	0
2.A. Speaks with ease in front of a group.	5	4	3	2	1	0
2.B. Conducts conferences or meetings with school personnel in a calm, professional manner.	5	4	3	2	1	0
2.C. Accepts positive criticism constructively.	5	4	3	2	1	0
2.D. Reacts calmly to crises in job-related situations.	5	4	3	2	1	0
2.E. Demonstrates an appropriate sense of humor.	5	4	3	2	1	0
2.F. Performs effectively under pressure and opposition.	5	4	3	2	1	0
2.G. Can think on feet.	5	4	3	2	1	0
3.B. Adapts when unpredicted events or inconveniences occur.	5	4	3	2	1	0
3.E. Listens to other points of view.	5	4	3	2	1	0
4.C. Is well-prepared.	5	4	3	2	1	0
4.E. Reflects an attitude and belief that teaching and learning are important.	5	4	3	2	1	0
4.F. Desires to participate actively in events.	5	4	3	2	1	0
5.B. Is friendly and courteous.	5	4	3	2	1	0
5.F. Is receptive to change and new ideas.	5	4	3	2	1	0
ADMINISTRATIVE EFFECTIVENESS						
6.A. Is acquainted with AISD curricula.	5	4	3	2	1	0
8.A. Places needs of students first.	5	4	3	2	1	0
8.B. Is acquainted with the District priorities and considers them in formulation of school goals.	5	4	3	2	1	0
8.C. Involves teachers and staff in identifying school priorities.	5	4	3	2	1	0
8.D. Assists teachers in establishing and using grade-level goal setting.	5	4	3	2	1	0
9.B. Develops the overall discipline policy of the campus with assistance from teachers, students, and parents.	5	4	3	2	1	0
9.C. Enforces campus rules, regulations, and procedures.	5	4	3	2	1	0
10.A. Oversees development of the master schedule and registration procedures.	5	4	3	2	1	0
10.B. Uses student test data and input from teachers and other District personnel to improve school's curriculum.	5	4	3	2	1	0
13.A. Involves teachers in identification of budget needs.	5	4	3	2	1	0

13.B. Budets monies so that school programs are provided for adequately.	5	4	3	2	1	0
14.A. Discusses districtwide goals with school staff.	5	4	3	2	1	0
14.B. Discusses achievement test results with school staff and parents.	5	4	3	2	1	0
14.C. Keeps staff informed of programs and activities in the District.	5	4	3	2	1	0
14.D. Disseminates occupational/educational information to students.	5	4	3	2	1	0
14.E. Disseminates information about school policies and programs to the community.	5	4	3	2	1	0
15.A. Plans, schedules, and monitors the work of others.	5	4	3	2	1	0
15.C. Provides proper orientation for new staff members.	5	4	3	2	1	0
15.E. Assists teachers in the process of improving instruction.	5	4	3	2	1	0
15.F. Informs teachers of available instructional resources of the school and system.	5	4	3	2	1	0
15.G. Works with staff in determining needs for instructional materials and equipment.	5	4	3	2	1	0
15.H. Schedules classes for school year.	5	4	3	2	1	0
15.I. Participates in the activities of the parent-teacher organization.	5	4	3	2	1	0
17.A. Schedules and/or conducts building meetings (principals' council, faculty, teaching teams, departments).	5	4	3	2	1	0
17.D. Oversees the coordination of regular classroom and supplementary instruction.	5	4	3	2	1	0
18.A. Involves the staff in evaluating staffing needs.	5	4	3	2	1	0
18.B. Is knowledgeable of the unique staffing needs of the campus.	5	4	3	2	1	0
20.A. Helps in planning and presenting staff inservice programs using input from staff.	5	4	3	2	1	0
20.B. Encourages staff members to participate in presenting inservice programs.	5	4	3	2	1	0
21.A. Conducts classroom observations for the purpose of teacher evaluation.	5	4	3	2	1	0
21.B. Provides feedback to teachers regarding classroom observation.	5	4	3	2	1	0
21.C. Completes and/or signs all professional personnel evaluation forms.	5	4	3	2	1	0
21.D. Evaluates teachers according to the procedures stated in the Professional Personnel Evaluation Handbook.	5	4	3	2	1	0
21.G. Assists teachers in the development and implementation of professional improvement plans.	5	4	3	2	1	0
23.A. Is interested in the staff and the students.	5	4	3	2	1	0
23.B. Capitalizes on the strong traits of staff members.	5	4	3	2	1	0
23.C. Notices improved behavior and praises accomplishments.	5	4	3	2	1	0
23.D. Publicly recognizes and commends staff for outstanding performances.	5	4	3	2	1	0
23.E. Treats all the faculty equally.	5	4	3	2	1	0
23.F. Meets with staff on a regular basis.	5	4	3	2	1	0
23.G. Informs the staff of professional growth opportunities.	5	4	3	2	1	0
23.H. Encourages the staff to participate in local, state, and national competition with students.	5	4	3	2	1	0
23.I. Involves the staff in decision making.	5	4	3	2	1	0
24.A. Makes school and District rules and regulations available to students, staff, and parents.	5	4	3	2	1	0
24.B. Is accessible to students, staff, and parents.	5	4	3	2	1	0
24.C. Keeps communication channels open with students, staff, and parents.	5	4	3	2	1	0
24.D. Maintains announcement bulletin board for staff.	5	4	3	2	1	0

24.G. Encourages teachers to inform parents about school programs and activities.	5	4	3	2	1	0
24.H. Knows when and how to involve parents.	5	4	3	2	1	0
24.I. Understands the social, economic, and ethnic character of the community.	5	4	3	2	1	0
24.M. Is tactful in dealing with persons from different backgrounds.	5	4	3	2	1	0
24.N. Resolves conflicts.	5	4	3	2	1	0
24.P. Makes clear oral presentations.	5	4	3	2	1	0
24.Q. Speaks and writes with appropriate language usage for different audiences (students, teachers, parents, other administrators).	5	4	3	2	1	0
25.A. Encourages teacher "feedback" concerning the school's policies and operations.	5	4	3	2	1	0
25.A. Responsible for the instructional program at the school.	5	4	3	2	1	0
26.B. Supervises student behavior.	5	4	3	2	1	0
26.C. Supervises school activities.	5	4	3	2	1	0
26.E. Is consistent in the application of school policies and procedures.	5	4	3	2	1	0
26.F. Conducts faculty meetings that are pertinent, well organized, and interesting.	5	4	3	2	1	0
26.J. Gets others involved in solving problems.	5	4	3	2	1	0
27.A. Monitors grading practices and test procedures used in the school.	5	4	3	2	1	0
27.C. Ensures that there is an adequate supply inventory.	5	4	3	2	1	0
27.D. Ensures that the halls and cafeteria are monitored.	5	4	3	2	1	0
27.E. Monitors staff to determine the extent to which curriculum goals and objectives are being met.	5	4	3	2	1	0
28.A. Sets high standards of professional behavior by example.	5	4	3	2	1	0
28.B. Communicates high-level expectations to staff with regard to meeting set standards.	5	4	3	2	1	0
28.C. Sets, communicates, and monitors standards for orderly maintenance of school facilities.	5	4	3	2	1	0
29.A. Follows due process procedures in the administration of discipline.	5	4	3	2	1	0
29.B. Designs specific strategies for frequently occurring disciplinary problems.	5	4	3	2	1	0
29.C. Monitors referrals of discipline problem students and hears appeals.	5	4	3	2	1	0
29.D. Holds teacher/parent conferences that are related to discipline, attendance, or other problem areas.	5	4	3	2	1	0
29.E. Supports teachers in the administration of discipline in the classroom.	5	4	3	2	1	0
29.F. Suggests changes in instructional programs on the basis of student achievement.	5	4	3	2	1	0
32.A. Supports the philosophy of the District.	5	4	3	2	1	0
32.B. Supports the educational program of AISD.	5	4	3	2	1	0
32.C. Acts in a professional manner at all times.	5	4	3	2	1	0
32.D. Hears parent concerns and follows up if indicated.	5	4	3	2	1	0
33.A. Recognizes when a decision is required.	5	4	3	2	1	0
33.B. Acts quickly when necessary.	5	4	3	2	1	0
33.D. Anticipates difficulties and prepares for them.	5	4	3	2	1	0
STUDENT OUTCOMES						
A. Demonstrates that student learning is taking place.	5	4	3	2	1	0

B.	Demonstrates students are attending school and are in their proper classes.	5	4	3	2	1	0	C.	Demonstrates effective use of the discipline policy.	5	4	3	2	1	0

Please add below any comments you feel are relevant to any of the task descriptions:

COMPETENCY IMPROVEMENT PLAN

Evaluatee: _____ School _____

Evaluator: _____ Date: _____

AREAS FOR GROWTH	POSSIBLE IMPROVEMENT ACTIVITIES
1. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
2. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

MONITORING THE IMPROVEMENT ACTIVITIES

	Projected Completion Date	Actual Completion Date	Results
Area 1	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____	____ Objective for this area of growth has been achieved. ____ Progress toward the objective is being made, but continued work is necessary. ____ The objective was not achieved.

Comments: _____

	Projected Completion Date	Actual Completion Date	Results
Area 2	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	___ Objective for this area of growth has been achieved. ___ Progress toward the objective is being made, but continued work is necessary. ___ The objective was not achieved.

Comments: _____

RECOMMENDATION _____

Plan completed _____
Date

_____ _____
Signature of Evaluator Signature of Evaluatee

CHECKLIST FOR EVALUATEES IN CONTRACTUAL DIFFICULTY

Name of Evaluatee:_____ Location:_____

Position:_____ Present Contractual Status:_____

TIME LINE	PROCEDURE	DATE COMPLETED
September 1 thru December 1	• Identify the concerns related to the evaluatee's performance.	
	• Investigate the concerns.	
	• Complete a memorandum addressing the specific concerns about the evaluatee's performance and send a copy to the evaluatee.	Date Completed_____ Date Sent_____
	• Develop a Competency Improvement Plan with the evaluatee and discuss it in a face-to-face conference.	Date Completed_____
	• Periodic observations of the evaluatee's job performance should begin as soon as the concern is identified and should continue until the final recommendation is made. Each visit should be followed by a conference with the evaluatee and a written report which documents the evaluatee's status on the improvement activities. The evaluatee should receive a copy of each written report.	Observation_____ Conference_____ Written report completed_____ Observation_____ Conference_____ Written report completed_____ Observation_____ Conference_____ Written report completed_____
	• Fully review the case with the executive director of staff personnel if there appears to be a possible contractual problem.	Date reviewed_____

	• The executive director of staff personnel will meet with the evaluatee, if appropriate, to discuss the performance problems.	Conference date_____
By February 1	• Each associate superintendent will provide the superintendent with the names of those administrators whose contract renewal is in question. The evaluator should arrange additional observations with the evaluatee in question. Each observation should be followed by a conference with the evaluatee and a written report which documents the evaluatee's status on the improvement activities. The evaluatee should receive a copy of each written report.	Observation_____ Conference_____ Written report completed_____ Observation_____ Conference_____ Written report completed_____
By February 15	• Any administrator whose reemployment remains in doubt will be so advised in writing by the superintendent.	_____ Date officially advised of contractual status
By March 5	• Each evaluator with an evaluatee in contractual difficulty will have all formal evaluations for the evaluatee completed and will send the information to the appropriate associate superintendent.	Date Completed_____

By March 10	• Each associate superintendent will provide the superintendent with written evaluations on any administrator whose contract status remains in doubt.	Date completed_____
Prior to April 1	• The Board of Trustees will act on the administration's recommendations regarding administrative contracts.	Date completed_____
April 1	• When an administrator has been sent a notice on or before February 15 that reemployment is in doubt and the Board of Trustees subsequently determines not to reemploy the individual, the superintendent will send a written notice to the individual on or before April 1 stating that a new contract will not be offered.	Date completed_____